

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

Nos. 6 & 7.

JUNE AND JULY, 1891.

VOL. XI.

Articles : Original and Selected.

ENGLISH IN THE GRAMMAR GRADES.

In the ideal school, which would be to any teacher, even to him who is most highly imbued with missionary proclivities, a wellspring of joy and source of perpetual delight, there are only those children who have grown up with good English, who know no incorrect forms, because they have heard none. They have come from homes of culture and refinement, have "tumbled about in libraries" in infancy, have known always a surrounding of books till books themselves, the great refiners, are as familiar to them as the pleasant smile of the mother.

In this Utopian realm are none who make you shiver with the "I seen's" and "I taken's" so common in the ordinary school-room; none who rasp your nerves and make you wish unutterable things with "I have saw" and "would have went," the seeming delight of the average schoolboy. These ideal pupils enter the kindergartens and primary schools, are developed by nature's beautiful methods, acquire a good vocabulary and pleasant expression. The grammar school has only to continue the work and direct the energies, and, by leading them into the purest and best paths of literature, guide them to the coveted goal, correct thought correctly expressed.

Although Mr. Bellamy failed to mention this point, such a condition of affairs may well be classed among the delightful realizations of the year two thousand, when life is to be free

from all those anxieties that plow deeper furrows on the brows of humanity than are warranted by passing years; or, it may become a bright and growing reality when the Vrilya have shivered the rocks that now shut them in and have delivered mankind from comparative barbarism. But the school-room of the nineteenth century belongs not to these ideal realms; societies among the people for the study of science and for the promotion of culture are rare and short-lived; parents are untaught and children are born to a heritage of ignorance. Earnest, practical work is needed to save our mother tongue from the corrupting influences that steal in at so many points. Especially is this true in the new land of the West, but it is also true of the cultured East, where the foreign element enters so largely into the population, and where children enter the schools from homes of squalor and dens of poverty and vice. Many pupils have had no training, and speak the language of the streets. Some have, through carelessness, been allowed to contract habits of inaccuracy which can only be corrected by much patient effort and often bitter mortification. In fact, such errors are frequently never wholly eradicated, and, as a result, we hear such barbarisms as "tote," "I would rather do this as that," and others of like nature from the lips of people of culture as well as native intellect.

The average pupil of the grammar grades neither speaks nor writes correctly. He murders the Queen's English often in matters of construction; his a's are so flat that it seems a herculean task to round them into fulness; his g's and d's are dropped as useless, while the faithful letter r is tossed aside contemptuously; he has a limited vocabulary, with an undue proportion of slang; his ideas are crude, and his expression is timid and halting; often his written work is "confusion worse confounded," the ei's, ie's, ti's, si's, and ce's of our erratic orthography being to him profound mysteries, with the mastery of which he has never burdened his mind and in whose use he has not had sufficient practice to enable him to absorb the correct forms; his i's are undotted and his t's remain uncrossed; he knows little of the use of capital letters, and still less of the laws of punctuation.

As to faults of construction, only the utmost patience and most careful attention can secure to him the greatest good. No error should pass unnoticed, and, since we can only acquire habits by acts, as Malibran says, and can strengthen them by use alone, the corrected form put into practical use at once imparts power which could not be derived from theoretical

instruction. "Eternal vigilance is the price of success," and this, with instruction in the simpler details of construction, with a very little drill in the technicalities of the language, with frequent analysis and synthesis of sentences according to methods dictated by common sense, ought to enable the pupil of average capacity to leave this department with a reasonable knowledge of how an English sentence is built.

With regard to pronunciation, it is probable that the teacher can never overcome entirely the defects which are perhaps hereditary, and which have been strengthened by increasing years. But exercise of all the organs that contribute to the various elementary sounds of our language will benefit the most stubborn case. With some there is insufficient movement of the lower jaw, the effect of which is to keep the lips and teeth so closely shut that distinct enunciation is an impossibility. With others the tongue is heavy in its movements and needs exercise to render it more flexible, while many, if not all, carry themselves in such manner that the vocal organs are out of their natural position and this leads to husky tones, short breath, and the many other evils which produce that indistinct articulation so unpleasant and whose prevention ought to receive so much more attention than we accord it. Nothing is more productive of good results in the effort to gain possession of discarded sounds than frequent and thorough drills in phonetics.

To extend this vocabulary numberless good things may be tried. Exercises in synonyms, for which a book of synonyms may be provided, or, with more trouble, perhaps, the dictionary may be consulted, sentences containing homophonous words, the study of prefixes and suffixes, exercises in defining and in the synthesis of sentences from selected words, and many other devices may contribute to this end when one really wishes to master the intricacies of our composite language.

The importance of the question of slang must occupy the thoughts of all who care to preserve the beauty and purity of the language which, in the "last thirty years, has doubled its area and quadrupled its population." Though we denominate as slang many expressions which, through their very force, must become a part of our language, and though we are all willing to admit these "crystallized thoughts," yet it is easy to see that nothing so limits and contracts one's vocabulary as the continued use of slang, and for this reason, as well as that it is inelegant and often bids defiance to the requirements of good taste and the laws of language, the teacher should discountenance its use, and, by continued disapprobation and examples for the use of

correct forms, lead pupils to follow the best writers and speakers, and avoid those expressions which must always be excluded from our best literature.

To reach the desired result the teacher must contend against the tendency, either natural or acquired, to shirk the thought and care necessary to the production of correctly written exercises. This tendency is at times the result of ignorance, for nothing sooner discourages a young mind than to find itself in a maze of difficulties with no previous knowledge to use as a key to the situation. Proper instructions should be given, line upon line, much written work assigned, providing always for a fair division with the oral so as not to make a hobby of the former, mistakes carefully noted, and thorough corrections required. This done there must be notably good results. Even after much care there will be errors, at times ludicrous perversions of sound instruction, and then, instead of the gratified sense of good seed sown carefully in good soil, bringing forth a hundred-fold, the result of a careless moment, some chance expression, or, more often, perhaps, deplorable inattention and listlessness is seen in such examples as are furnished by Mark Twain in his "English as She is Taught," and in similar ones discovered by most teachers in *English as she is wrote in Examinations*. If one pupil has become somewhat confused and says: "Always use a capital letter after the word O," and another, in profound ignorance of theological terms, says that "Heaven should begin with a capital letter when it means the Virgin Mary, or the Holy Ghost," there is no need for discouragement, but the teacher must be honest enough to see that the fault may possibly lie in the fact of too much being undertaken. Fewer principles thoroughly taught will develop the mind and lay a stronger foundation for future work.

To direct the child's thought, to develop his mind, to help him to secure pleasant and easy expression, reading, memorizing, and copying selections from the best writers will be of much benefit. The language lessons of the primary grades may be continued, and reproductions and abstracts, both oral and written, used with profit. Employed in the proper way English composition is a lever of no mean importance. Carelessly used it may be of some profit, but with judicious care its benefits are increased ten-fold. Don't tell a child to write of "the vanity of human grandeur," or "the subtlety of life," or "the evanescence of earthly joys," but let him tell of the trees which he knows, of the birds whose plumage he admires and whose song he enjoys, of the many common things around him, teach him

to find beauty in the most familiar objects and to tell of it, to study nature in books and in her own glad manifestations of herself, and to express what he has learned in simple and strong language; lead him to interest himself in the lives of great men, and, in giving utterance to knowledge thus gained, he will grow stronger, gaining not only the power of expression, but developing the force of character and many of the attributes which win our approbation.

Just here a great responsibility rests upon the teacher, who is not only to note the form of expression and any inaccuracies of construction and inelegances of style, but is to know what literature is placed before the child, and, so far as may be, provide that which is suitable and which will inspire such moral and spiritual aspirations as will be in line with the mental development.

To this end every school should have a library, and every teacher should use his influence in securing it. The true teacher is a lover of books; he finds one of his highest enjoyments in them, and counts them his noblest, his most faithful friends; to lay before young and unfolding minds this pure delight is to him a pleasure unsurpassed. No tongue can express, no mind conceive the great results which must follow the right use of a well selected school library. Open to children who might never otherwise know the great masters whose thoughts tend ever to lift humanity to grander heights, its influence extends through generation after generation, and, as one drop of water communicates its motion to others and these to others, till the ever-widening circle disappears in the infinite expanse of the sea, so this influence shall have no limits till time is lost in eternity.—*Southwestern Journal*.

WHAT IS ELEMENTARY EDUCATION ?

From our old friend the *Schoolmaster*, we cull with pleasure the report which it makes of a speech lately delivered by a member of the London School Board, and which is so full of meaning to all of us who are interested in emancipating ourselves and others from educational notions that are vulgarly called fads.

“I am at one,” says Mr. Diggle, the member in question, “with those who place the moral development of the child’s character in the position of primary importance. There is an elementary education in morals just as in anything else. A teacher is compelled to insist upon obedience to certain primary laws before the child can understand the reasonableness of the laws he is

called upon to obey ; and it is through simple obedience that moral character in its elementary stage is built up. The importance of the personal character of the teacher now appears. And hence it is that stress has been laid in the past, and will be laid still more in the future, upon the religious side of early training."

In practical teaching, of course according to Mr. Diggle, the moral and intellectual influences continually act and react upon each other. The proportion of intellectual advance which an average child may reasonably be expected to make in each year of his school life, has been decided by experience to be fairly measured by the six standards of the Government Code. These standards, or estimated yearly advances in knowledge, if thoroughly attained, do constitute a complete foundation of knowledge in reading, writing, and of calculation, upon which all future advance must be made. Where the controversy rages the most strenuously is around certain applications of these elementary principles to certain definite fields of operation. It is just in this area of choice that the man with an idea finds his field of action. One man's idea is science. Then he insists that every child's use of reading and writing and power of calculation shall be directed towards the acquisition of certain scientific facts. Another man's idea may be sociology in one of its many forms. Then he insists upon reading-books being used having the special information which he desires the child to possess. And so the manufacture of these regulations goes merrily on in the form of one "specific" subject or another, until the great aim which ought to underlie all the school work is obscured and lost.

The essential things obviously are, in Mr. Diggle's eyes, first of all, that a child should be taught to read well and to understand what he reads. He ought to be trained to express in writing his own thoughts and his recollections of the thoughts of others. He ought to be trained to use his power of calculation for the purpose of training him in accuracy of thought and statement. These are the first stages of intellectual development. What the child should be taught, and what he can usefully be taught beyond these, depends upon the capacity of the child and of the teacher. "I place no other limits upon what should be taught beyond these. I only suggest this as a guiding principle, that in the choice of a sphere in which the child's acquired knowledge should be called upon to exercise itself, the aim should be to stimulate the intelligence of the child and to foster the love of learning."

"It will be obvious, therefore," continues the shrewd member

of the London School Board, "that my plea for liberty to the teacher to teach what is best for the children to learn involves a radical change in the conception which many appear to have formed of the number of subjects named in the Government Code. I look upon them as finger-posts for direction, and not as compulsory invitations to tread in a labyrinth of intellectual paths. My conclusion is that no subject, the teaching of which can benefit the children who attend our elementary schools from four to twelve years of age, ought to be excluded from the possibility of being taught. On the other hand, no attempt can wisely be made to teach children who leave school about twelve years of age as if they could look forward to remaining under tuition until the age of fifteen or sixteen years. It is the attempt to do this which introduces confusion into elementary schools and delays the organization of secondary schools to so serious an extent."

Editorial Notes and Comments.

Those who have had a chance of being present at a Calisthenic Exhibition in which young folks happened to take part, must have come away convinced, not only of the necessity of physical training, but of its feasibility in every school, from the Elementary Department to the High School Class. The palaver of the popularity-seeking educationist is to be met with in this, as in nearly every other effort to introduce something new in our schools; yet it can hardly be said that even after such palaver has secured its morsel of evanescent applause, there has been no permanent lesson taught. That there is a demand for systematic physical education cannot be questioned; and this not because it looks well, when boys and girls, in uniform dress, are put through their facings, but because the development of child-nature as a whole is affected by the drill itself. The importance of such training in its relationship to the moral and intellectual phases of the child's being can scarcely be over-estimated. Everyone knows that, other things being equal, the better physique wins the race in the ordinary walks of life at least; and though parents are often inclined to think that "the ordinary walk" is not to be the portion of their children, yet the future citizens of the world with but few exceptions are being brought up for "the ordinary walk" all the same, and have to be fortified physically as well as mentally to withstand the ordinary wear and tear of life. Indeed the problem of the honest educationist in this matter of physical training is a simple one, with the sympathy of the million in his favor, as it

is at the present moment. The honest educationist has no unseemly craving for applause; he is practical, and, taking a broad view of every educational movement, to see if there is anything practical in it, he is all the more anxious to get such a movement as this in favour of physical training in our schools away from the palaver of the popularity-seeking educationist—away from those public spirited ladies or over-fussy philanthropists, whose delight it ever is to engage in work which the newspapers glorify, irrespective of its ultimate tendency. It can hardly be said that physical training has been neglected in our schools altogether. Many of our teachers, who recognize in an all-round education more than may be officially taken notice of or paid for, have been careful to introduce this element in their school-work, knowing the indirect influence it has upon the general routine of their schools. The question has not been overlooked in our Normal Schools and Teachers' Institutes. The Inspectors have even come to report on the attention or lack of attention which is being given to physical culture in the schools under their supervision. A text-book on the subject has been in the hands of our teachers for some time, while here and there are to be found gymnasiums attached to the school. There is but one step further to take in the province or country where the system of payment by results has been recognized, and that is to rank physical training among the items of school-work receiving pecuniary recognition. In our province this has been done indirectly; yet some of our teachers may have some suggestions to make whereby uniformity may be secured in all our schools in this connection. We need hardly say that we shall be glad to hear from them on the subject.

—It can hardly be said that our celebration of Arbor Day was a success, except in one or two communities, and we feel justified in returning to the subject of well-kept school-grounds by making a quotation from *Garden and Forest*. The smallest school yard, says that journal, at least can be redeemed from a bare and unsightly aspect. With painstaking effort a narrow border close to the walls can be brightened with flowers the greater part of the year; luxuriant vines can be trained from the ground to the roof, and window-boxes with plants can be arranged and kept in order without difficulty. Where there is more space out of doors a carefully selected series of shrubs can be depended upon to impart color and freshness to the school-grounds from month to month. These suggestions are practical, and are enforced by the obvious moral that it is as important for children to receive lessons in orderliness and natural beauty

outside the doors as within the school-rooms. And from another source we find the following: "The ready objection will be offered that school-children are destructive little barbarians who enjoy trampling on flowers and injuring shrubbery, and that it is impossible to train them to respect and care for the surroundings of the buildings. This is a favorite argument with indifferent teachers who assume that inherent depravity forms the subsoil of the child-nature, and that it is impracticable to enlist the sympathy and support of their scholars in keeping the school-grounds in order. The answer to this objection is that neglect and heedlessness on the part of the teachers and officers of a school inevitably promote indifference on the part of the children. Let the importance and advantages of having the grounds as tidy, orderly and attractive as the interior of the building be enforced by the teachers, and the children will quickly learn to take pleasure and pride in the school-gardens. In the public parks great masses of variegated bloom are unmolested by boys and girls playing around them. This is because there are signs of orderliness and care and a sense of refreshment to the eyes which make an impression on the children's minds. It will not be difficult to educate school-boys to respect flower-borders, window-boxes, vines and shrubbery, if teachers themselves will display intelligent interest and affection for the school-gardens." There is not so much cause for complaint in Quebec in regard to this matter as there was a year or two ago. A step has been taken in advance, though it is only confined to a few schools as yet, and we trust that further encouragement will be given to the movement of beautifying the school-grounds even in our remote country districts. Our suggestion of a year ago can bear repetition, and we have yet some hopes of seeing it acted upon, as far as Arbor Day is concerned. "There is more required than the mere proclamation of the day as a public holiday; and what we would suggest is the placing of the whole matter in the hands of an executive which shall by circular and otherwise make arrangements for the celebration of the day every year in all parts of the province. Nor is this all. Some of our agricultural societies have offered prizes for the best planted avenue or the finest stretch of tree growth on the farm, and this should be encouraged until all our agricultural societies do the same. Even the Government might offer a prize to the village in the province whose main street is the best kept and the most neatly planted. Or, if this would present a difficulty, let the school-house be the objective point for the general competition for the

first period. The school-house is the rallying point of the villagers. They have all an interest in it, and if the government would only offer a premium of a hundred dollars or so to the most pleasantly embowered of our school-houses, with the understanding that no school could compete the second time, we would soon have every school-house in the country situated amid improved surroundings."

—And in case some one may set our advocacy aside as a kind of fad, we may quote what is being done in a practical way in the State of Wisconsin. The following paragraph is from a recent Arbor Day circular issued from the office of the State Superintendent of Education: "Reference to the proclamation of the Governor will reveal a purpose of awarding a premium of \$1,000.00 to encourage the improvement of the premises of district schools, in ways of tidiness and decoration, between the dates of April 10th and September 30th. This inducement is offered, in part, in recognition of the educational value of Arbor Day exercises with the expectation that it may serve as a stimulus to their proper observance. The reward offered will be divided into seventy parts, giving each superintendent district a distinct prize to be awarded to the district that, within the dates mentioned, will make the greatest improvement in accordance with the terms of the gift. The rewards will take such form as will make them of enduring value to the school. The offer is made by the governor in behalf of the schools in rural districts. He, however, desires the city and village schools to make the utmost of the advantages of the day, but thinks they need no other incentive than the desire to beautify their surroundings and enliven their schools with fresh and instructive exercises."

—There is something of the true ring about an article which lately appeared in the *Montreal Star*, under the caption "Science in School." The title might lead some to suppose that the editor was anxious to see introduced into our schools what has been already laid down in our Course of Study, namely the study of the modern sciences, physiology, botany, chemistry and physics. But the plea in itself is one in favor of a right method in approaching a study of such sciences, and we direct the attention of our teachers to what our contemporary says: "During the last few years there has been an increasing recognition of the importance of introducing a scientific element into public school education, but up to the present the results of such instruction in science as has actually been given have not on the whole been satisfactory. The reason, according to

certain authorities, has been that scientific facts have been taught in advance of any adequate comprehension of scientific methods. Facts so imparted have but a feeble hold upon the mind, and do not really afford it any useful discipline or training. The proper way, it is urged, to begin, is to practice the young in observation and measurement. They should be taught in the first place to see, and in the second to make the most exact quantitative determinations. In the third place only should come the investigation of causes. A pupil who is conducted carefully and patiently through the first two stages will find himself prepared to enter on the third and attack its problems with a distinct sense of power; whereas, one who has not had the advantage of such preliminary training will in many ways be at a loss in the doing of theoretical work. Clever pupils are apt to fret and chafe under the practice which a careful teacher will give them in various operations of, as it seems to them, an almost mechanical character, but if they were wise as well as clever they would feel that hardly any amount of practice in the observation, handling and measurement, or weighing, of things could be excessive. Here, indeed, is where the best discipline of science comes in. Not every one is adapted to be a brilliant theorist, but every one might, one should suppose, learn to be careful in observation and accurate in statement. How few persons, in point of fact, we meet upon whose powers of observation we can wholly depend? How few again who can report a thing exactly as it happened, without any variation or inconsistency of statement! How many on the other hand are prepared to frame theories before they have any accurate or duly corrected knowledge of facts! Man is an impatient animal; women, perhaps, a still more impatient one; both want to do the higher work of shaping conclusions before they have done the humbler work of securing data for their conclusions. Now if scientific method were properly taught in the schools, and if the truth were constantly inculcated that the scientific method is of *universal* application, we should soon find a decided improvement in the intellectual habits of the community." It may be as well to state here that in some of the more elementary school examinations in England and elsewhere, there is a paper called the "General Knowledge" paper, used as a test of the above kind of teaching, and the writer remembers well the paper of this sort in connection with the examination of teachers in the Old Country and the dread in which it was held by the candidates. Were such a paper to be proposed by the school authorities of Quebec, the man who

would be appointed to draw it up would have to insure his reputation, if not his life, before he undertook the task; and without an examination it would hardly be possible to get all our teachers to devote attention to a course of training which is so wide in its scope. Yet it must not for a moment be supposed that our teachers are guided and controlled in their work only by what the examination demands. We have the kind of teaching indicated by the *Star* in nearly all our larger graded schools, where the principal is imbued with the spirit of the true educationist, where the charge of all the departments is in the hands of a man who would have just as good a school, if not probably a better, were there no written examinations in connection with the Inspector's duties. The one way to have anything taught well in our schools is to have them in charge of good teachers; and the institutions which have the preparation of our teachers are the institutions which for the most part must assume the larger share of the responsibility of the efficient or inefficient schools in the country.

—We wonder whether the persons whom the *Star* enumerates in the rest of its article on the scientific method of thinking were graduates, undergraduates, or only ordinary people that had never attended a higher course of training in any of our universities. It has been said that no man knows more than an undergraduate, and though not so ironically yet just as unreasonably, it is said that all the evils of the day are to be referred to some defect in our school systems. We have no reason to suspect the truth, however, of what the *Star* says: "As it is now, we find persons who reason well enough on certain matters with which they are acquainted, talking in the wildest and most irrational manner about things of which they know nothing. The teacher of science should bring home to the mind of every pupil that while there is no sin in ignorance there is sin in talking ignorantly when we might keep silence. We have heard a man who never gave ten minutes in his life to the study of any treatise on electricity asserting dogmatically the impossibility of transmitting motive power on any large scale by electric conductors. We have heard others dogmatizing on questions of physiology who knew absolutely nothing of that science, and others again ventilating views on etymology who, to save their lives, could not have distinguished between an English and a Latin root. Evidently the science master is wanted to show the difference between knowledge and ignorance and to inculcate the pious duty of recognizing our ignorance and not trying to pass it off on ourselves or on others

for knowledge. We are convinced that a new intellectual era will dawn upon the world if science in a broad sense can only gain a proper footing in the schools, and the minds of the young can be brought to understand the method of science and to see its beauty as well as its efficacy. The time has fully come when judgment should begin on all unfounded and immature opinions, and when men and women should be taught to love the truth and to be loyal to it, not only with their lips, but in their lives."

—In thus referring, as we have above, to the proper carriage of body and mind, we may be excused for pointing out the necessity of teaching manners and morals in our schools. As a contemporary of ours has said: "It seems to be a matter of universal comment and regret, that the children of the present day are lacking in good manners. Anyone with half an eye can but perceive the tendency of the times in this respect. Irreverence, frivolity, and lawlessness seem to characterize the age. This state of things has been brought about by influences various and complex; but the two prime causes are the immense immigration into this country of a rude and uncultured class of people, and the rush and whirl of affairs. In this ever onward rush, parental discipline has grown lax. It has been quite the custom to make the public schools the scape-goat for all prevailing evils of mind and body, and thus to-day they are held responsible for the immorality and ill-breeding of the youth of this country. Any one who pauses to reflect a moment will see that the cause lies deeper than the public schools. They are not more responsible for ill-breeding than for ignorance, but their responsibility lies in the fact that while they have brought great force to bear against the one, they have left the other untouched." And yet if our schools cannot renovate the country community by beginning with the young folks, much may be done in improving the manners of the coming generation by common-sense morality teaching. To do this is to have a good school. The virtues of obedience to law, industry and honesty are essentials to a good school as they are to society. Make it good and the pupils that are turned out from it will be good citizens. The following advice from the *Maitland Journal* we willingly submit to our teachers: "One way of improving the morals of your pupils is by correcting everything vile or mean that crops out among the pupils in school or at play. There are ways of doing this with tact and to the best effect, which will occur to the shrewd teacher. Watch the currents of opinion among your pupils and turn

them in the direction of purity and nobility of character. Another way is by directing the reading of the pupils to books that will be interesting and at the same time inspiring. Youth is full of enthusiasm and ready to worship an ideal, good or bad. Instead of that ideal being a pirate or an Indian fighter, let it be an inventor or a benefactor of the human race in some way. Good books are great teachers. Another way is by inducing the pupils willingly to memorize selections which are full of some great enthusiasm, such as patriotism. Half the moral evils of the world are simply weeds growing where there is no good seed sown. Give a boy or girl something noble to think of, and that will of itself expel a great deal of silly trash or worse than trash from his or her mind. Another way is by a series of talks to the scholars, or better with them, on moral questions. The more informal these are, and the more they draw out from the pupils, the better effect they will generally have. Preaching at your pupils will not often do much good. Such a story as that of Washington and the hatchet, or Lincoln paying his drunken partner's debts, will furnish a series of questions, which it is often well to leave open for discussion several days. In most cases the children themselves will settle these questions of casuistry near enough right, if you can only wake up their interest in them. It is of more importance to set them thinking and talking on moral questions than it is to decide these dogmatically for them. It is the habit of asking whether certain actions are right that is of most consequence. We may add that in some cases it is more politic for the teacher to leave the avenue to really doubtful questions open. In some of these ways it ought to be easy for every teacher to inculcate morals in a public school. And it ought to be easy to do this without being sectarian, or offending any one's prejudices, with a little good sense and tact in the teacher."

Current Events.

—Our latest advice from the Executive Committee of the National Educational Association of America holds out the promise of success for their great Convention, to be held in Toronto, from the 14th to the 17th of July next. The secretary informs us that the prospects are of the most encouraging kind, and that the Toronto meeting is likely to be the largest and most successful meeting yet held by the Association. The display in the Exhibit Department of school work and supplies will be a good one. The Local Committee are doing every-

thing in their power to make the visit of the members of the Association a pleasant one, and in this they are receiving the hearty support of the citizens of Toronto and the teachers of Canada. Every arrangement that can be devised is being made for the proper accommodation of visitors, and the providing of excursions by rail and steamboat during the Convention and after. Teachers who can afford a longer stay in the Queen City than the four days of the Convention, should make preparations to do so, as every facility will be given to them to study in a practical way the efficiency of the Ontario school system. The fare to Toronto from all parts is the lowest that can be secured, and those desiring to attend should at once put themselves in communication with the local ticket agent or station master in their district to find from him the cost of such a trip. All other information can be procured from or through the active secretary of the Executive Committee in Toronto, whose address in full is H. J. Hill, Esq., Secretary of the Executive Committee of the National Educational Association Convention, Toronto, Ont.

—The *Young Canadian* has been good enough to recognize the enterprise of our communities in favor of school libraries in some such terms as the following: "The Inspector of Superior Schools in Quebec has started a capital idea and is vigorously putting his idea to the test among the schools under his supervision. By means of illustrated lectures on literary and scientific subjects he secures not only an audience but a fund for organizing a school library in the community in which he happens to be visiting the school. In this way he has already laid the nucleus of such a library in the various school centres, and in some instances school museums have been commenced as well. It is scarcely possible to over-estimate the value of a movement like this, and we tender Dr. Harper our sincere approbation of his efforts in this connection."

—In daring to quote the above encomium, we hope that the movement will receive further encouragement, so that in time we may perhaps be able to make some such report as the following about the school libraries of Quebec: "The high schools of our state," says a contemporary on the other side of the line, "are building up libraries with commendable rapidity and success. They are evidently used extensively by the pupils, and the stimulus to use them comes from the school work. This is in part the result of the assignment of topics, of references and readings by the teachers, and of talking with the pupils about what they read. But a well selected library recommends itself, and, as one principal said, 'there are books which do not

stand on the shelf a day during the year.' Not only the high school pupils use these libraries, but in some places the intermediate and grammar school pupils are the great readers."

—In returning the compliment which the *Young Canadian* has been pleased to pay the Inspector of Superior Schools, we would draw the attention of our teachers to the position which that periodical is ambitious to fill in connection with the practical education of the rising generation of the Dominion. It has already given abundant evidence of the ability of the lady who conducts it. Its aim is to foster a national pride in Canadian progress, history, manufactures, science, literature, art, and politics; to draw the young people of the provinces closer together; and to inspire them with a sense of the sacred and responsible duties they owe to their native country. Its leading features are literary and artistic matter, topics of the day at home and abroad, illustrated descriptions of our industries, departments in history, entomology and botany, with prizes to encourage excellence, a reading club for guidance in books for the young, and a post-bag of questions and answers on everything that interests the young. In a word, the aim of the magazine is to provide for the people of the Dominion a periodical for the promotion of a true Canadian patriotism. We need hardly say that we heartily sympathize with such an aim, and hope that our teachers will arrange to give it tangible support. In connection with every school library there ought to be at least one copy of the *Young Canadian*, so that it may be bound at the end of every year and put upon the shelves with the other volumes selected.

—Some time ago the gold medal of the Scandinavian Agricultural Academy was presented by the King of Sweden and Norway to August Abrahamson, the founder and supporter of the Slojd Normal College at Naas. This honor was all the greater, as the medal had not been awarded for a great many years, and especially as it was an acknowledgment on the part of the Royal Agricultural Society, that educational Slojd, which emanated from Naas and has been introduced into so many of the public schools of Sweden under the name of "the Naas system, has furnished most excellent results. In handing the medal to Mr. Abrahamson, the King said: "I award this medal to you, Mr. Abrahamson, in order to show that the Royal Agricultural Society fully appreciates and acknowledges the great work you have so successfully carried out. I should also add my own personal esteem and regard for one who has done so much for the honor and good of our fatherland."

—We have been asked to explain what is meant by Slojd, and the following item will do so in a concrete form: "Slojd is the name of a system of handcraft in wood, now a prominent part of the entire educational system of Sweden. The first to introduce it here was Miss Meri Toppelius, an accomplished young woman and the daughter of a general of the regular army of Sweden. At the last National Educational Association she presented the Slojd system, and both the speaker and the subject aroused the greatest enthusiasm. She now goes to Bay View to become one of the summer university faculty, and will have a class for teachers, and also an observation class where children will be seen at work. From the number of applications already received it is certain both classes will be large. In the estimation of many of the leading educators Slojd is sure to be widely adopted, and be as much used in our educational system as are now the kindergarten principles. It is adapted to all grades, more especially to the lower ones, where it is a connecting link between primary teaching and manual labor. As a handicraft system it cultivates the constructive sense, trains the hand, develops health, taste and a sense of form. At the same time it early creates a love for labor, and it is said, where in use, study is made so much more a pleasure that educational progress is greatly forwarded."

—Sir John Bennett Lawes, the eminent agricultural scientist, of Rothamstead, St. Albans, has just completed the arrangements for bequeathing to the cause of agricultural science the sum of £100,000, together with fifty acres of land, and the laboratory and museum at Rothamstead. In the latter are stored more than 45,000 bottles of experimental ground produce, animal products, and soils. The income of the fund will be handed over to a committee of nine persons, including the owner of Rothamstead for the time being.

—Cornell University has lost the \$1,500,000 bequeathed to it by Jennie McGraw Fiske. The decision of the Court of Appeals of New York was declared November 27th, sustaining the lower courts. Justice Peckham holds that the University is by its charter limited strictly to \$3,000,000 worth of property. These bequests would have made Cornell one of the richest Universities in the country. It is thought that an appeal will be taken to the Supreme Court of the United States.

—The School Savings Bank idea, which has not been neglected in the Province of Quebec, seems to have succeeded in the schools of Long Island City, where the system has been successful in teaching the pupils lessons of thrift. Every

Monday morning the roll is called, and the pupils who desire to do so make deposits of money with the teacher, who gives a receipt therefor, and through the principal of the school transmits the money and an account thereof to the Queen's County Savings Bank. The purpose of having the deposits made in this public manner is evidently to stimulate the pupils to efforts to save, but, it may be feared will do as much harm as good, awakening feelings of pride and jealousy and heart-burning, offsetting the good influences. The responsibility and risk are probably not very great, as the collections are small and the savings bank a well-established institution. An effort is being made to have the system extended through the United States, but thus far only fifty schools are reported as having established what are in effect agencies for savings banks. In Europe they are much more common, France alone, it is said, having nearly two and a half million dollars invested through the agency of schools. The lessons of thrift taught by the regular saving of small sums are undoubtedly of value, and the savings themselves may relieve unexpected distress or open the way to business advancement, but the lesson should be given in a way not to arouse bad feelings in the children, either of pride or envy, a result that seems inevitable from the Long Island system.

—Complaints are being heard on all sides in Germany as to the scarcity of efficient elementary teachers. This is hardly to be wondered at, considering the wretched salaries given and the low social status of elementary teachers in Germany. For instance, in the small district Stade, there are thirty-nine teachers' positions vacant in ungraded schools, and at least as many in schools consisting of more than one class. As there are only twenty-four students qualifying themselves for the examination in the local normal school, many posts will remain unfilled, even after the beginning of the new school year.

—The following item may be of interest to some of our teachers who know what the boycott in the country districts is, though they may never have experienced it from the same cause as Miss Evans. The story, as taken from an American paper, is entitled "A Teacher Boycotted," and reads as follows: "There is a strange strife going on in School District No. 3, in the town of Cumberland, R.I., resulting, as it has, in the boycott of the young lady who teaches the little district school there. A young fellow, son of a prominent farmer in the district, had been paying attention to the teacher, who has taught the school acceptably for two years. The young man seemed to be getting

along in his suit all right until last winter, when for some reason or other his lady love dismissed him; and since then young Jenks has been trying to get even with the fair school-marm, who, as he thinks, has been merely toying with his affections. Old man Jenks and the neighbors took up the case on young Jenks' side and tried to get the young lady displaced, but one of the trustees sided with her. At the annual school meeting last month the Jenks people tried to oust the trustees and failed. Then they set to work to boycott the school. There were some fifteen pupils in the school. Seven of them did not live in the district, and they were promptly instructed to go to school in their own district. Then a family with one more child moved out of town. Of the six remaining two were relatives of young Jenks, and these were withdrawn, and only four are now left. As the law requires at least five pupils in a school to secure the town support, the school house is likely to be closed, and the trustees are hustling, without success so far, to secure another youngster who will go to school. The friendly trustee says he has a good mind to attend himself. The whole town is getting excited over the matter, and the friends of the trustee and the teacher who are blessed with children think of moving into No. 3 District to send their children to school there.

—A letter signed by, among others, the Archbishop of Canterbury, the Bishop of London, Mr. Gladstone, Mr. W. H. Smith, Lord Grimthorpe, the Lord Mayor, and the Rev. Henry Wace, has been sent to the papers in support of an appeal issued by the Council of King's College, London, for the contribution of a sum of not less than £50,000, to enable the college to meet the increasing demands of education, particularly in modern science and experimental research. For nearly sixty years (say the writers) the College has maintained its position as one of the two University Colleges of London by successive additions to its original foundation, until a total sum of more than £200,000, raised by voluntary subscription, has been expended upon the construction and equipment of the building required for its educational work. But, in the absence of any general endowment, the Council experience the greatest difficulty in satisfying the fresh demands continually made upon them by the development of education.

—The following is a description of what the new Normal School will be like when it is finished; The present building on Belmont street was erected in 1840 for the use of the High School. On the Government establishing normal schools, as

already related, it, in 1856, purchased the building and fitted it for Normal school purposes. The grounds occupy one and a quarter acres, and are well known, fronting, as they do, north on Belmont, south on Palace and west on St. Genevieve streets. The new building additions are being carried out in every detail with a strict view to adaptability and comfort, the ornate in architecture being kept, partly through limited funds, strictly in abeyance. The new building will extend from the present one down to Palace street, a distance of 140 feet; the narrowest part is 64 feet. There are two wings, a total width of 85 feet. It will be four stories high on Palace street, but not on Belmont street, owing to the 25 feet slope of hill on approaching the former street. On the ground floor on Palace street will be the janitor's apartments, 57 by 24 feet, and immediately above will be the technical school-room, same size; the play-rooms for wet days are also here; the remainder of this flat contains heating apparatus, closets, etc. The flat above this is on the ground floor proper, and here is the main corridor, ten feet wide, connecting with the present building and leading to the classrooms. Two large kindergarten rooms, 40 by 25 feet, here form a special feature, and are succeeded by the library room, 35 by 25 feet, together with rooms for the accommodation of the primary department; teachers' rooms, etc. The last flat, above, is reached by two flights of fire-proof stairs, and comprises drawingroom, large and very commodious demonstrating, lecture and principal's rooms, besides several convenient minor rooms. This corridor connects with the main hall in the present building used on commencements and general public occasions. The building will be of rock-faced stone in courses on Palace street as high as the ground floor; above this the walls are of brick, with stone facings, and are built hollow the more effectually to render the school fire and damp-proof; for the same reason the roof is hollow and without eaves. The heating and ventilation is on Smead's system, as in the present building. Particular attention has been given to the admission of light, the windows rising to within six inches of the ceiling. The floors are secured by steel girders and the inside walls are of 12 inch brick thickness. The estimated cost of the whole is \$50,000, and it is expected to be ready for occupation by October 1.

—Mr. Morgan Owen, in speaking at a distribution of prizes at the Wrexham National Schools, told one or two good stories. He said one of H. M. Inspectors was one morning on his way to examine a school, when he saw a fine little fellow busily enjoy-

ing himself in a puddle, with dirt and water up to his little thighs; so, being a bachelor, he was somewhat surprised at the sight, and he called out to him, "Why are you not at school, my lad?" And the lad replied, "Please, sir, I've got the bronchitis, and my mother won't let me go to school." This is another of his anecdotes:—There is in some schools a person who is generally known by the name of "bully." Well the school I refer to had a bully in it, who, among other pranks, broke the school windows. Luckily for him he was caught in the very act; and the master (an excellent man, who afterwards became a clergyman) determined to take advantage of the opportunity to improve the occasion. So he formed the scholars into a jury, and he said he would be judge. The broken windows were shown, and the stone that did the mischief was shown, and all the circumstances of the case were related by him; then the jury was asked to give its verdict. They did so, and that, too, without the slightest hesitation, as they shouted out with one voice, "Not guilty!" Thereupon the schoolmaster, being shocked at the verdict, thrashed the offender and the jury.

—In the reorganization of the Montreal High School, provision is to be made for instruction in manual training. The Boston School Board has been moving in the same direction, having taken the initial steps for the purchase of land on the Back Bay and the erection of a building at an expense of \$100,000 for a new high school for manual training. Boston is too far behind other cities in this regard. Philadelphia, Baltimore, Chicago, St. Louis, Minneapolis, Toledo, Cleveland, San Francisco, Cambridge and other cities have admirable plants of this kind, but the proposed appropriation will place her easily in the front rank. The school board is a unit, and the mayor is thoroughly committed to the plan. The closing paragraph of the report of the sub-committee is worthy of quotation:—"It is after all not altogether what our children learn, but the habits they form and the noble purposes awakened that give to schools their greatest value. Manual training quickens the perceptive faculties, while at the same time it trains the eye and is invaluable to the earnest work of life right at hand. That is the broadest, truest education that trains the hands, the eye, and the mind, for while it is the mind that plans and the eye that guides and directs in the educational world, it is always the hand that executes. The motto, 'The Cultured Mind, the Skillful Hand,' which is over the entrance of the manual training school of another city, is our ideal."

—There are always some quaint relics of an age which never

reached Canada turning up in the old countries. For example, we are told that on Good Friday last, at the Church of All Hallows, Lombard Street, the boys of the Bluecoat School carried out an ancient and curious custom, dating from Catholic times, in compliance with the will of one Peter Symondes. Sixty of the youngest boys of Christ's Hospital attended service, where by order of the testator a sermon was preached on "The Passion of our Divine Master, and the boys instructed therein." At the conclusion of the service the terms of the bequest were complied with; it runs thus: "Each boy shall receive a bag of raisins, a new penny and a bun, and though the idea may be frivolous, yet the meaning is well known to me." So runs the bequest. The church-wardens supplement the bequest by giving each of the children of the schools a bun, etc.—At Rahere's old priory church, in West Smithfield, twenty-one old widows of the parish picked up a new sixpence from a tomb in the churchyard. It is said that this custom has prevailed for the last 500 years. The matter is shrouded in mystery, there being no documents in the parish registers which bear upon the matter, and until three years ago there were no funds to carry out the "gift." Mr. J.W. Butterworth then came to the rescue, and in order that the matter should no longer be left on the voluntary principle, provided funds, so that for all time twenty-one widows of the ancient parish of St. Bartholomew the Great will enjoy the Good Friday sixpence.

—This is what our contemporary the *Toronto Educational Journal* says of the cadet movement when carried to an extreme. When Sir Adolphe Caron, Minister of Militia, was in Toronto a few weeks since he was waited upon by a deputation in which the Mayor and the city Inspector were included. The object of the deputation was to represent that there were in the Toronto public schools thirty-six companies of boys, who, it is claimed, are as well drilled as any of the volunteer regiments in Canada, and to request that these companies should be recognized by the Militia Department as entitled to the usual Government grant for equipment and drill instruction. Sir Adolphe said in reply, in substance, that he approved of the idea, and would advocate it before the Government. Personally he would like to give the boys of Canada a Military Education, such as that given in the schools of France, Germany, Switzerland, etc. We need hardly say that we hope the people of Canada will never consent to any such system. We can conceive of nothing better adapted than this military training of school children to keep up the barbarous and crushing system of national armaments and to perpetuate

the war-principles and war-practices for whose abolition all the nobler spirits of the race are hoping. We believe in plenty of gymnastics but no military drill for the children.

—An exchange makes the following plea for the bad boy. The bad boy is no more responsible for his existence, and natural mental and moral defects, than the good boy for the better gifts of his character and surroundings. Both are with us. Both have an equal claim upon parents and the community. Both should be given an equal opportunity, the one to improve and enlarge his good qualities, the other to correct and overcome his natural defects and wrong inclinations. For this reason every great institution of learning should be provided with a reformatory branch, so as not to shut out God's unfortunate ones, those deemed unfit, in a moral sense, for daily association with good children. These things should be borne in mind by those interested in the memorial to Congress asking for the donation to the State of the recently abandoned arsenal grounds in this city. What could be more desirable to the State than a great industrial institution with a reformatory branch situated upon those handsome grounds.

—Dr. Fitch contributes a letter to the *New York Educational Review* on contemporary educational thought in Great Britain, in which, among other topics, he deals with the training of elementary school teachers. He says:—"An important change has recently been made in the regulations of the English Education Department concerning the training of elementary teachers. It is perhaps not generally known in America that in this country no person is recognised as the head of any elementary school which receives aid from the Parliamentary grant, unless he or she has obtained a certificate of competency. This certificate has always been granted on examination by the authorities of the Department; candidates, whether proceeding from training colleges, or whether they have served two years satisfactory as assistants, being all subjected to the same examinations, the one at the end of the first and the other at the end of the second year, either of training or of service.

Literature, Historical Notes, etc.

The immaturity of the youthful mind is something which one cannot help being merry over at times, especially if there be no ill-natured person at hand to refer such immaturity to the inefficiency of our teachers or our school system. Not long ago, many of the "chiefest of our educationist-croakers" went into hysterics over

a series of mistakes made by children under examination, which had been collected by some humorist or other for the press. Many of these, it is supposed, the humorist had some trouble in passing current as *bona fide* mistakes, and not as the creations of his own wayward fancy, and when it was made known that he had actually coined many of them himself, the laugh was rather against the croakers, who claimed that there must be something radically wrong with our school system, something lamentably pernicious in our methods of imparting instruction. The following, however, are *bona fide* quotations made from some of the examination papers that have passed through the writer's hands, and it is to be hoped that those who read them will be more inclined to sympathize with the teachers who have to contend with the immaturity of thought they illustrate rather than blame them for not being able to overcome it. Besides it must be remembered that these answers are in the ratio of one to a thousand with the correct answers, and hence all the more are they selected merely to show how funny at times ignorance is, during the process of its development into knowledge. For example, a unique definition of the term *emigrant* is found in the statement: "Emigrants are children that are left mother and fatherless," or of the term *civilization*, in the assertion that "Civilization means a newly settled country." When adopting the test for geographical knowledge what examiner would not find his reward in laughter over such answers as these: "A watershed is a place near the railway track where water is kept," or, as another expressed it, "A watershed is a building built to keep boats, etc., in." According to some of the other budding geniuses examined, it is settled that "Louisbourg is in New York City," that "India is in the south of Europe," that "the Mackenzie River rises in the Gulf of Mexico and flows into the Arctic Ocean," and that "St. Petersburg is noted for having to build new houses every year because the frost renders them useless." These are morsels of information which the examiner could hardly have afforded to miss; and one can readily understand how a laugh had to be checked by a severe compression of the lips and danger to the whole nervous system as they read that "John the Baptist was a local preacher in the wilderness," that "Thomas à Becket was the first man born in England under the supremacy of the Romans," that "Murray was a general in the British army who served under Arnold at the capture of Louisbourg," that "Joan of Arc was the daughter of a pheasant," and that "John Wycliffe was a religious agitator and the founder

of the Methodist Church." From a brief paragraph on the great historical primate "first born under the Romans," there is a lesson in conciseness of composition if nothing else, when it is said that "Thomas à Becket was murdered, and a girl saved his life and afterwards he married her." Nor could the examiner's search for the good things in history be expected to be made less zealous when he asked the question: "In what way did the Earl of Essex come under the displeasure of Queen Elizabeth?" and obtained for answer: "He wanted to marry her, and she gave him a box on the ear." Nor would anyone think that his interest in geography would be diminished by learning for the first time that "Belfast is famous for its ginger ale," that "Astrachan is noted for its astrachan jackets," that "Ireland is one of the islands of Scotland," or that "Sahara is a desert in the north of Asia named after an Egyptian woman." The richest attempt at translation is not to be surpassed by this which was found in one of the French papers; where *entendre un glas funebre* is solemnly declared to mean "A large attendance at my funeral," nor as an incitement to laughter is it of more public value than the grammatical information that "language is the noise we make when we speak," or that "neuter gender is anything that can't speak." Among other *facetiae* of this kind was found the definition of ammunition: "If you run short of anything, such as powder and shot, you call that ammunition;" while, in answer to the question: "Name five of the Patriarchs," was the reply: "Noah, his wife and his three sons;" but perhaps the climax to every specimen of immatured knowledge was reached when in one of the papers on physiology and hygiene it was said that "catarrh (which was spelled *guitarrh*) may be stopped by breathing through the nose and not blowing the nose too hard," and in another, "catarrh is caused by little poisonous insects and may be cured by putting kinds of medicine in your head or wherever the case may be to kill these insects." In giving these specimens, which might be multiplied had we space at command, we reflect upon no one, because there is really no one to blame for such comicalities in the nature of children, unless it be Nature herself. If any parents read this article, they may be induced to sympathize with our teachers a little more than they have done in the past, when they catch a glimpse through a series of such concrete illustrations of what the youthful intellect is, and come to perceive how difficult it is to prevent it from mixing up items of knowledge during the earlier stages of its development.

THE TEACHER'S SOLILOQUY.

To teach, or not to teach : that is the question :
 Whether 'tis nobler for the teacher to suffer
 Insults and contempt of enraged parents,
 Or to let boys and girls assume command,
 And thus by yielding ruin them ? To teach ; to please ;
 No more ; and others while we please, we end
 Our own repose, the only natural gift
 Mankind is heir to, 'tis a consummation
 No, never to be wished, to teach, to please—
 To please, perchance, a few ; ay, there is the rub ;
 For in the act to please great discords come,
 Though we have studied well the part we play,
 Must give us pain, there's the respect
 That maketh teaching of unpleasant mien.
 Who cares to live and die and do no good ?
 The ungrateful's howls, the gossip's endless web,
 The parent's view of darling Johnnie's worth,
 The indolence of pupils, and the threats
 The patient teacher of the unlearned takes,
 Are all but thorns in his own flesh that make
 His life a terror. Who would birches sway,
 To quell the kid, reclaim the wayward one,
 But that the dread of something he might do
 If let unpunished go, from day to day.
 A prestige over all puzzles the will,
 And makes us rather use some prompt incentive
 Than run the risk of natural reform.
 Thus duty is our law, the right our guide,
 And conscience mans the wheel that steers our way.
 The grumbler finds at last the fault at home,
 The mist is cleared, the effulgent rays pour down,
 All voices rise in tuneful harmony
 To bless the name of teacher. —D. E. C. (*Revised*).

Practical Hints and Examination Papers.

—The relations existing between geography and history would seem to demand that one should not be taught to the exclusion of the other. Is it not possible that by teaching less of detail in geography, time may be found for training children to read and appreciate history ? The two studies are properly complements of each other. The one is a description of the earth and the other a story of the people who have lived on the earth. If either is presented with no reference to the other it often becomes a dry and uninteresting subject. The teaching of geography for this reason has lacked life and color. Some-

thing is gained when interesting books of travel and adventure are permitted to enliven the lesson, but a still richer benefit is conferred when the teacher, after discussing the physical structure and topography of a country, directs his pupils to some striking events or epochs which have marked the history of that country, or to the achievements of its patriots and warriors, its social and industrial progress and the causes therefor. As a matter of fact, the relief and topography of a country are of no value except as they reveal reasons for what nations have been able to accomplish. There is logic in events. There is still closer logic in the soil and what it produces, or in a given section of country and what the human race has wrought within its borders. —*S. T. Dutton, New Haven.*

—A problem that at a glance seems easy enough to tempt many a school-boy to spend a portion of his Christmas vacation in an endeavour to solve it appeared recently in a Maine journal, and it is as follows:—“Take the number fifteen. Multiply it by itself and you have 225. Now multiply 225 by itself. Then multiply that product by itself, and so on until fifteen products have been multiplied by themselves in turn.” The question aroused considerable interest among lawyers in Portland, and their best mathematician, after struggling with the problem long enough to see how much labour was entailed in the solution, made the following discouraging report upon it:—“The final problem called for contains 38,539 figures (the first of which are 1,412). Allowing three figures to an inch, the answer would be over 1,070 feet long. To perform the operation would require 500,000,000 figures. If they can be made at the rate of one hundred a minute, a person working ten hours a day for 300 days in each year would be twenty-eight years about it. If, in multiplying, he should make a row of ciphers, as he does in other figures, the number of figures used would then be 523,939,228. That would be the precise number of figures used if the product of the left hand figure in each multiplicand by each figure of the multiplier was always a single figure; but, as it is most frequently, and yet not always, two figures, the method employed to obtain the foregoing result cannot be accurately applied. Assuming that the cipher is used on an average once in ten times, 475,000,000 figures is a close approximation to the actual number.”

—This is surely strong language for even an advocate to use against the present jumble of Latin pronunciation produced by those who would reform it. “Latin is a dead language, as dead as Cæsar, as the Tarquins, as Remus, whom Romulus killed. Who cares how the old Romans pronounced it? What matters it whether the cock that once crowed thrice much to the chagrin of a certain Peter, crowed in G minor or a Shanghai basso profundo! There is no one to tell in what key he crowed.”

—It goes without saying that a fair degree of proficiency in general knowledge is indispensable for full efficiency. No one ought to be

admitted to membership in a training-school who does not control a knowledge of number, form, the phenomena of matter and force, animals and plants, the earth and the sky, the structure and force of language, to the extent at least to which good elementary and high schools deal with these things. No training-school can afford the time and energy to teach these things: they should be brought to the school by the candidates for admission.

Every teacher worthy of the name should be a constant reader of good educational literature. The horizon of the teacher's experience can be extended only by his own personal elevation; his isolated habitation can be effectually illuminated only by the admission of light from without. Yet thousands of teachers prefer to exclude the sunlight, that they may toil on by the light of their own tallow candles.—*Educational Exchange.*

—What say the opponents to spelling reform after reading something of this kind? Pay great attention? What does this spell—Ghoughphtheightteeau? Well, according to the following rule, it spells—it spells—do you give it up? It spells potato, viz.—gh stands for p, as in the last letters in hiccough; ough for o, as in dough; plth for t, as in phthisis; eigh stands for a, as in neighbor; tte stands for t, as in gazette; and eau stands for o, as in beau. Thus you have p-o-t-a-t-o.

EXAMINATION PAPERS.

GEOGRAPHY (GRADE I. MODEL SCHOOL.)

[Only one question is to be answered from each Section of all the papers for Grades I. and II. Model School, except in those where other instructions are given. The answers must be written on paper of the regulation size (quarter-sheet foolscap, and fastened at the upper left-hand corner.) It will be more convenient for the examiners if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

SECTION I.

1. Write out the names of the provinces of Canada and the states of the adjoining Republic which border on the Atlantic Ocean. What are their capitals?

2. Name in a column ten of the largest rivers in North America, and in a parallel column the name of any one of the towns situated on each of these rivers respectively.

3. Write a paragraph, a page or more in length, on Newfoundland or on Alaska.

SECTION II.

4. Draw a map of any one of the provinces of the Dominion of Canada, and print in it, in your neatest way, at least ten names of places.

5. Describe the course of the largest river in North America, and of the largest river in Canada. Draw a map of the course of either river.

6. Name the principal mountain ranges in North America. What are the names of five of the mountain peaks.

SECTION III.

7. Write the names of any ten of the following places in a column, and opposite each say where it is situated and give some one fact you know about it:—*Bermuda, New Westminster, New Orleans, Long Island, Vancouver, Erie, Utah, California, Cape Sable, Kingston, Albany, Memphramagog, Pontiac, Ottawa, St. Hyacinthe, St. Francis, San Francisco.*

8. What is meant by exports and imports? State in what part of the Dominion of Canada there is to be found in largest abundance coal, iron, gold, lumber. Where is the great wheat-growing district in Canada?

9. Give an account of a voyage from Montreal to New York, naming the coast-waters, capes, peninsulas, and islands to be seen on the way.

ARITHMETIC (GRADE I. MODEL SCHOOL.)

[Two questions are to be answered from each of the first two sections.]

[The question is to be written out by the pupil first, and the problem worked out underneath. The ciphering should be done neatly, and each sum separated from the other by a double line.]

SECTION I.

1. Name the various kinds of vulgar fractions. Write out a complex fraction and reduce it to a simple fraction.

2. Reduce 16 tons, 3 cwts., 2 qrs., 16 lbs., 3 ozs., 4 drs. to drams. Reduce 24 lbs., 6 ozs., 4 dwts., 6 grains to grains.

3. Find the L.C.M. of 44, 18, 30, 77, 56, 27, and the G.C.M. of 556 and 672.

SECTION II.

4. Write in figures seven millions, five hundred thousand and sixteen. Write out in words 160,300,456,216. Multiply 67,483 by 365.

5. A farmer sells seven loads of wheat, the first containing 1,763 lbs., the second 1,827 lbs., the third 1,329 lbs., the fourth 1,901 lbs., the fifth 1,666 lbs., the sixth 1,879 lbs., and the seventh 1,185 lbs. What was the weight of the seven loads when heaped together, and how many bushels did they contain, a bushel weighing 60 lbs. on an average? Divide 384,967,325 by 397.

6. Divide $4\frac{1}{2}$ of $3\frac{1}{3}$ by $2\frac{1}{4}$ of $6\frac{1}{4}$. How much is $\frac{7}{8}$ of 186 acres 3 rods. Reduce $\frac{2}{3}$ of a ton to the fraction of a lb.

SECTION III.

7. Write down the answers of the following, and attach this part

of the printed paper to your written answers to the four questions you have selected from Sections I. and II. :—

- (a) Multiply 64 by 78. Ans.....
- (b) Divide \$145.60 among 13 boys. What does each receive? Ans.....
- (c) Multiply 1,365 by 25. Ans.....
- (d) Simplify $\frac{1}{2} + \frac{3}{4} + \frac{1}{8}$. Ans.....
- (e) Multiply $6\frac{1}{8}$ by 16. Ans.....
- (f) Reduce 340 cwts., 6 lbs. to lbs. Ans.....
- (g) Multiply \$16.16 by 16. Ans.....
- (h) Multiply the square of 12 by 9. Ans.....
- (i) Simplify $\frac{3}{4}$ of $\frac{8}{9}$ of $\frac{18}{144}$. Ans.....
- (j) Multiply 364 by 6, and divide by 2. Ans.....

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from the first Section.]

SECTION I.

1. Name the various kinds of nouns and define them. What are nouns inflected to show? Give six nouns that have a separate form for the feminine.
2. How many cases are there? Define them. What is the case of the nouns and pronouns respectively in the following sentence: "This book John tried to give me, but it I would not have, for it was not his own to give."
3. Name the various kinds of adjectives. Define them and give examples. Compare the adjectives: *old, new, little, better, last*.

SECTION II.

4. Analyse these three sentences :—
 - (a) The pilgrim passes over the bridge.
 - (b) The poor pilgrim wearied with his long walk passes with faltering step over the bridge near our house.
 - (c) The poor pilgrim, sad in look and weary in limb, passes across our bridge in search of food and lodging in the neighbouring village.
5. Parse every word in the sentence :—

"At the horizon, where the waters and the clouds appear to meet, all is calm and tranquil."
6. Write out a sentence in which there are at least five of the parts of speech represented. Indicate them by writing above each word what it is.

SECTION III.

7. What is meant by syntax? Write out any rule of syntax. Are these expressions correct? If not, correct them:—How many is there in our school? He don't know. You aint acquainted with him. He hadn't ought to be allowed near the school. I seen him last night, though he has went away as suddenly as he came. Between you and I, he's not much.

8. Decline the personal pronouns, and then write short sentences containing respectively the forms of the third personal pronoun.

8. What is the difference between the direct object and the indirect object? Define the terms:—*subject*, *predicate*, *enlargement*, *extension*, and *simple sentence*. Construct a simple sentence of fifteen words and analyse it.

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following passages occur? Complete the stanzas. Name the authors.

- (a) Life is but an empty dream - - -
- (b) There was a sound of revelry by night - - -
- (c) Would you see the magical army? - - -
- (d) Hail to the days when the Briton came o'er - - -
- (e) Mother, wherefore dost thou look so earnest? - - -
- (f) O earth, so full of dreary noises - - -

SECTION II.

[Answer two questions from this Section.]

2. Write out a description of "Niagara Falls" or of the "Battle of the Nile." (Be careful in the construction of your sentences.)

3. Give the meaning of the following words taken from the prescribed portion of the reader:—*precipitated*, *propitiation*, *development*, *aphorism*, *melancholy*. Write out five sentences, each containing one of these words respectively, in such a way as to show that you understand the meaning of each of them.

4. Same as number 3, with the words:—*contemplation*, *tributary*, *anxiety*, *extremity*, *expectation*.

SECTION III.

5. Reproduce the extract which has been read twice in your hearing by the deputy-examiner. (The paragraph is to be taken from page 267 Gage's Fourth Reader, "The Rebellion of 1837.")

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English paper, the

teacher may copy on the black-board the "Rosette" on page 24 of the Dominion Freehand Course No. 2.

2. In addition to the above, the pupil is to sketch a *square* and a *vase*. The above figures *are to be drawn in pencil*, and no figure will receive marks that is not at least three inches in length.

FRENCH (GRADES I. AND II. MODEL SCHOOL.)

[One question to be answered from each Section by Pupils of Grade I., and two questions from each Section by pupils of Grade II.]

SECTION I.

1. Put into French:—I have some bread. Have you finished your lesson? Give the man's book to the lady. Have we seen the boy's dog? My tailor's cloth and his. Has he lost your watch-chain? What kind of weather have we to-day? It is very fine now.

2. Translate into English:—Jean, viens ici, mon ami. J'ai quelque chose pour toi. C'est une petite pomme rouge. Regarde! Elle est bien belle, n'est-ce pas? Veux-tu la manger? La voilà, prends la. Bon, madame, merci maintenant. Je vais étudier ma leçon. Bon soir, monsieur.

3. Write in French five short sentences, or the names of ten objects in your schoolroom.

SECTION II.

4. How would you say in French:—How do you do, this morning? My brothers are going away at nine o'clock to-morrow. There is the boat. I am not going by the boat. My uncle will drive his two horses himself, if it does not rain. Bring the white dog. Make haste!

5. Translate:—Où vas-tu, Joseph, ce matin? À la maison, voir mon ami. Quel ami? Le petit frère du marchand. Où est-il? Il était dans la salle à manger. Je ne comprends pas ce mot. Vous allez voir, venez avec moi. Allons, descendez. Voyez-vous cette chambre? C'est la salle à manger.

6. How would you say in French:—Tall, taller, tallest; good, better, best. Tell how you compare adjectives in French.

SECTION III.

7. Give the future of *être*, the future of *avoir*, the present of *parler*, and the imperfect of *donner*.

8. Write out the present and imperfect indicative of *menacer*.

9. What is the French for:—White, the water, the horses, some earth, potatoes, generals, him, or to him, they (m.), they (f.), women. The second of June. There are thirty days in this month.

DICTATION, READING AND WRITING FOR ALL GRADES.

DICTATION.

GRADE I. MODEL SCHOOL.—Sections 1 and 2 of lesson on "Advice

to Young Men," page 204 Gage's Fourth Reader; or half of the lesson on "The Puritans," page 291 Royal Fourth Reader.

GRADES II. AND III. MODEL SCHOOLS OR GRADE I. ACADEMY.—The paragraph on "Sunset," page 356 Gage's Fifth Reader; or the first paragraph of the lesson on the "Death of Perikles," page 233 Royal Fifth Reader.

GRADE II. ACADEMY.—The paper set by the A.A. Examiners shall be taken by this grade.

READING.

MODEL SCHOOLS.—For Grades I., II. and III. Model School or Grade I. Academy, the deputy-examiner may select any passage within the prescribed pages (181 to 298), giving 50 for a perfect in Grade I., 75 for a perfect in Grade II., and 100 for a perfect in Grade III., and likewise 100 for a perfect in Grade II. Academy, the paper for which is given in printed form. The reading may be heard at any time during the Examination convenient to the deputy-examiner.

ACADEMIES.—The printed form prepared by the A.A. Examiners shall be used for all the Academy Grades, beginning with Grade II. Model, the deputy-examiner giving 40 for a perfect in Grade II. Model, 50 for Grade I. Academy, 75 for Grade II. Academy, and 100 for Grade III. Academy. *The greatest of care should be taken in entering the proper marks in the schedule sent for the enrollment of the pupils.*

WRITING.

The paper set by the A. A. Examiner is to be taken by the pupils of Grades II. and III. Academy: for the pupils of the other Grades, any ten lines of poetry may be written out neatly.

SCRIPTURE HISTORY (FOR THE MODEL SCHOOL GRADES.)

[The pupils of Grade III. Model School are expected to answer two questions from each section.]

SECTION I.

1. Who was Melchizedek? Give an account of the destruction of Sodom and Gomorrah.
2. Describe the institution of the Passover. What were the ten plagues of Egypt?
3. What was Achan's sin? Describe an event connected with Ai, Gilgal and Bethel.

SECTION II.

4. Who were Obadiah, Jonathan, Joab, Abner, Adonijah? Give the prominent event in the life of each.
5. Where were Ekron, Beersheba, Capernaum, Rephidim, Hebron? Name some prominent event in connection with each place.

6. What were the Holy of Holies, the Ark of the Covenant, and the Breastplate of Judgment? Name the three prominent feasts of the Jews.

SECTION III.

7. Draw a map of Palestine, and indicate on it the places mentioned in the lives of Abraham, Isaac and Jacob.

8. Give an account of the wanderings of the Children of Israel through the desert.

9. What is the Commandment against lying, against disobedience, against swearing? Write each of them out in full.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[One question only is to be answered from each Section of the papers for Grades I. and II. Model School, except those where other instructions are given. The answers must be written on paper of the regulation size (quarter-sheet foolscap, fastened at the upper left-hand corner). It will be more convenient for the examiner if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

SECTION I.

1. Draw a map of Ireland or of France. (The map should be neatly drawn in a clear pencil outline to fill the quarter-sheet of paper. At least ten names should be neatly printed in it.)

2. Describe a voyage from Caithness to Cornwall along the east coast of Great Britain, naming the coast waters, the capes and islands on the route.

3. Name the countries of Europe on the shores of the Mediterranean Sea, mentioning their capitals and some important fact connected with their capitals.

SECTION II.

4. Enumerate the various mountain ranges in the British Isles, and name at least five of the most prominent peaks.

5. Give an account of the river system of Russia. Name a prominent town situated on each of the rivers.

6. Draw an outline of the course of the Danube, indicating its tributaries and the towns situated on its banks.

SECTION III.

7. What is a *Meridian*, an *Archipelago*, a *Watershed*, an *Isthmus*, a *Country*, a *County*, a *Province*, a *City*, a *Capital*, a *Plateau*, the *Arctic Circle*, the *Torrid Zone*, the *Equator*?

8. What and where are the following places:—Aberdeen, Astrakan, Syracuse, Coleraine, Plymouth, Bordeaux, Coblentz, Hague, Bohemia, Cevennes, Crimea, Hammerfest, Valencia, Azov, Riga.

9. What is meant by the resources of a country? What are the

chief manufactures of Great Britain, and in what districts are they principally carried on? What are the chief exports of Europe to Canada?

ARITHMETIC (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each Section.]

[The question is to be written out by the pupil and the problem worked out underneath in neatly arranged figures. Each sum should occupy a quarter-sheet by itself to avoid confusion. Be careful to note the instructions given in the Geography paper, which apply to all papers.]

SECTION I.

1. Divide $1\frac{1}{2}$ of $\frac{1}{3}$ of $\frac{3}{4}$ of $1\frac{2}{3}$ by $\frac{5}{8}$ of $\frac{3}{8}$ of $\frac{3}{4}$ of 5.
2. Divide 97 lbs., 3 ozs., 4 drs., 1 scr., 17 grs. by 9 lbs., 7 ozs., 7 drs., 2 scrs.
3. How much is $\frac{1}{4}$ of $\frac{2}{7}$ of $\frac{1}{3}$ of $23\frac{1}{2}$ times 24 hours, 30 minutes?

SECTION II.

4. What is the distinction between vulgar and decimal fractions? Show how $3\frac{3}{5}$ is reduced to a decimal, and how 69.0752 is reduced to a vulgar fraction. What is a repeating decimal?
5. Write out the tables referring to *cubic measure*, *dry measure* and *liquid measure*.
6. Divide 79.342 by .00006378, and multiply 64276.3427 by 99993000. (Be careful in indicating the decimal point in the answer.)

SECTION III.

7. Reduce $\frac{3}{8}$ of $\frac{1}{17}$ of $9\frac{1}{2}$ of a square rod to the fraction of an acre, and $\frac{1}{2}$ of a lb. to the fraction of a scruple.
8. What fraction is 2 sq. yds., 2 ft., 120 ins. of 3 sq. rods, $13\frac{1}{4}$ yds., 1 ft., 72 ins.?
9. Find the G.C.M. of 2,691, 11,817, and 9,028, and the L.C.M. of 60, 50, 144, 35, 18.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from the first Section.]

SECTION I.

1. Name in a list the various kinds of nouns, adjectives and pronouns, giving examples.
2. Give the corresponding plural feminine forms of *man*, *nephew*, *lord*, *hart* and *actor*; the plurals of *penny*, *fish*, *brother*, *axis* and *cherub*; the comparative and superlative forms of *evil*, *nigh*, *late*, *happy* and *old*.
3. Give the definitions of gender, number, case and comparison. What is an abstract noun?

SECTION II.

4. Parse all the words in the sentence :

A baby was sleeping, its mother was weeping,
For her husband was far on the wild raging sea.

5. What is inflection? What words in the above lines are illustrations of inflection? Give six nouns that are inflected irregularly.

6. How is the comparative degree of adjectives formed. Some adjectives have two comparatives—*further* and *farther*, *older* and *elder*, *later* and *latter*. How do these words differ in their meaning?

SECTION III.

7. Analyze the sentence :

She stepped upon Sicilian grass,
Demeter's daughter, fresh and fair,
A child of light, a radiant lass,
And blythsome as the morning air.

8. Explain the terms *subject*, *predicate*, *object*, *enlargement*, *extension*, *indirect object*.

9. Write out a sentence containing subject, predicate, object, enlargement of subject, enlargement of object, extension of predicate.

BRITISH HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name ten of the principal events in the history of Great Britain previous to the reign of William the Conqueror.

2. Tell what you know of "Prince Arthur and the Round Table," or give an account of the reign of King Alfred.

3. Who were Agricola, Boadicea, Edward the Confessor, Ethelred the Unready, Hereward? What historical events are associated with the following places: Stamford Bridge, Hastings, Canterbury, Agincourt, Fotheringay.

SECTION II.

4. How long has Queen Victoria reigned? To what line of sovereigns does she belong? Name them in their order.

5. Describe the Battle of Waterloo.

6. Name ten of the most important dates in British History and the events connected with them.

SECTION III.

7. What and when was the "Commonwealth"? Give an account of the "Restoration."

8. "The bulwarks of British freedom are the Magna Charta, the Petition of Rights and the Habeas Corpus Act." What were these and when did they become law.

9. Who was the victor of the battle of Bosworth Field? Give an account of one of the important events of his reign.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Where do any three of the following passages occur? Complete the stanzas. Name the authors.

- (a) Forthwith a guard at every gun was placed along the wall - -
- (b) And each St. Clair was buried there - - -
- (c) A dewy freshness fills the silent air - - -
- (d) Above the pines, the moon was slowly drifting - - -
- (e) The ship was cheered, the harbor cleared - - -
- (f) Cold on Canadian hills or Minden's plain - - -

SECTION II.

[Two questions to be answered from this Section.]

2. Write as a composition an account of the "Suez Canal," or a sketch of "Robert Burns." (As the manner in which your sentences are constructed will be specially examined, you should be careful in this respect. The writing should also be neatly done.)

3. Give the meanings of the following words and write out five sentences, each containing respectively one of them: *Demoralized*, *contemplate*, *impetuosity*, *annihilated*, *elevation*.

4. The same as the above question with the words: *Constitutional*, *indescribable*, *transparent*, *illuminated*, *sympathy*.

SECTION III.

5. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (The paragraph is to be taken from page 215 Gage's Fifth Reader, the first of the lesson on the Spanish Armada.)

DRAWING 11 TO 12.

1. While the pupils are engaged with their English, as given above, the teacher may copy on the black-board the Egyptian fan on page 18 of the Dominion Freehand Drawing Course, No. 3.

2. In addition to the above, the pupil is to sketch a *vase* and a *cylinder*. The figures in all cases are to be at least three inches in length, and in pencil only.

LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate: *Di sunt immortales. Domus urbis sunt pulchræ.*

Cives agros et hortos habent. Clades hostium erat magna. Voluntas iudicis justa est. Regina pulchra est. Servus timidus est.

SECTION II.

2. Tell the number, gender and case of: Urbis, hortos, clades, hostium, servus.

3. Parse the adjectives in the above sentences.

4. Decline: servus, mensa, dux, domus and dies, in the plural only.

SECTION III.

5. Write out the present and imperfect subjunctive of *sum*.

6. Give the comparative and superlative of *gravis*, and decline each as well as the positive in the feminine singular only.

7. Translate into Latin: Jupiter has temples in Italy. The father has a slave. The plans of the leaders were prudent. The books of the boys. In the fields of the general are many apples.

ALGEBRA (GRADE II. MODEL SCHOOL.)

[Answer two questions from each Section.]

SECTION I.

1. What is a negative quantity? How do you indicate the square root and the cube root of an unknown quantity? What is meant by a factor, co-efficient, and a power?

2. If $a = 6$, $b = 5$, $c = 4$, $d = 3$, $e = 2$, $f = 1$, $g = 0$, what is the numerical value of $abcd - 2bcde + 3cdef - defg$.

3. If $a = 1$, $b = 3$, $c = 5$, $d = 0$, find the value of

$$\frac{12a^3 - b^2}{3a^2} + \frac{2c^2}{a + b} - \frac{a + b^2 + c^3}{5b^3}$$

SECTION II.

4. Find the sum of $x^3 - 3ax^2 + 3a^2x - a^3$, $4x^3 - 5ax^2 + 6a^2x - 15a^3$, $3x^3 + 4ax^2 + 2a^2x + 6a^3$, $19ax^2 - 17x^3 - 15a^2x + 8a^3$ and $18a^3 - 13ax^2 - 27a^2x$.

5. From $a^4 - 2a^3b + 3a^2b^2 - 4ab^3 + 5b^4$ take $2ab^3 - 3a^2b^2 + 4a^3b - 5a^4$, and $3a^4 - 2a^3b + 6a^2b^2 - 2ab^3 + 3b^4$.

6. Multiply $x^2 - ax + b$ by $x - c$ and by $x^2 + ax - c$.

SECTION III.

7. Divide $a^5 - 4a^3b^2 - 8a^2b^3 - 17ab^4 - 12b^5$ by $a^2 - 2ab - 3b^2$.

8. If $a = 25$, $b = 9$, $c = 4$, $d = 1$, find the value of $\sqrt{bc} + 3\sqrt{acd} - 4\sqrt{b^2d} + \sqrt{c^2d^3}$.

9. Divide $a^3 + b^3 + c^3 - 3abc$ by $a + b + c$.

PHYSIOLOGY AND HYGIENE (FOR ALL GRADES UP TO GRADE II.
ACADEMY INCLUDED.)

[Only one question to be answered from each Section by the pupils of Grades I. and II. Model Schools ; but two questions from each Section are to be selected by pupils of Grades I. and II. Academy.]

SECTION I.

1. Name the various parts of the skeleton. In what way, and why should bodily exercise and labor be adapted to the condition of the bones ?
2. Give a short description of the action of the heart, the lungs and the liver.
3. Name the organs of special sense and describe any one of them minutely.

SECTION II.

4. Name some of the artificial drinks used by mankind, and classify them as injurious and non-injurious.
5. Enumerate five of the more ordinary of infectious diseases. How is the blood of the body kept in a pure state ?
6. Name the various organs employed in the digestion of the food, and describe the process of digestion in the stomach.

SECTION III.

7. Write out five of the laws of health, and specify some of the diseases which their neglect will produce.
8. What would you do to deaden the pain in the case of your burning yourself severely ? What would you do in the case of a companion of yours cutting an artery in his arm or leg ? How have some been saved from death by drowning ?
9. How can you know that a room is badly ventilated ? What figure on the thermometer indicates the proper temperature of a room ? What does pure air consist of ? What does impure air generally consist of ?

BOOK-KEEPING (FOR ALL GRADES.)

[Only one question to be answered from each section by the pupils of Grades I. and II. Model Schools ; but two questions from each section are to be selected by pupils of Grades I. and II. Academy.]

SECTION I.

1. Define stocks, assets, liabilities, capital, book-keeping. What is the simplest form of book-keeping ? What is the objection to its use ?
2. What is an account ? What is an invoice ? How is the Cash-Book distinguished from the Ledger ? What is the purpose of closing an account ?

3. What two parties are there to every business transaction? When is cash debtor? When creditor? When is merchandise debtor? When creditor? Explain the terms "debit" and "credit."

SECTION II.

4. What transactions are recorded in the Day Book? What are recorded in the Cash Book? Are any transactions recorded in both books?

5. Draw out the page of a Day Book containing ten transactions. (The neatness with which the page is written will affect the marks given for this question.)

6. What is an Invoice Register, a Sales Book, an Order Book, a Petty Cash Book?

SECTION III.

7. What is a negotiable note? What is a non-negotiable note? What is a joint note? Draw up a form for each.

8. What is a draft? What is a bank check? What is an order for mdse.? Draw up a form for each.

9. Explain the following business terms:—*Bond, Bill of Lading, Bankrupt, Inventory, Voucher, Way-Bill, Auditor, Account Current, Forgery, Commission Merchant, Teller, Policy.*

GEOGRAPHY (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Two questions are to be answered from each Section of the papers for Grade III. Model School or Grade I. Academy, except in those where other instructions are given. The answers must be written on the regulation size of paper (quarter-sheet foolscap fastened at the upper left-hand corner.) Each answer, as far as possible, should begin on a new sheet. A margin should be kept on each page. Write only on one side of the paper. Write neatly.]

SECTION I.

1. Draw a map of South America and mark the outlines of its various countries. (The map is to be drawn in pencil outlines with the rivers and mountains marked. The names are to be neatly printed.)

2. Name the most important of the West Indian Islands, with their capitals.

3. Name the political divisions of the United States on the Pacific Coast, with two of the principal towns or cities in each.

SECTION II.

4. Draw an outline of the course of the Amazon, of the Mississippi, or of the Mackenzie, with the tributaries.

5. Tell what you know of the Argentine Republic and the trade it carries on with the outer world.

6. Where and what are the following places:—Magellan, Quito, Corrientes, Savannah, Flattery, Sable, Pensacola, Hudson, Utah, Washington.

SECTION III.

7. Describe a voyage from Nova Scotia to Florida along the Atlantic Coast, naming the coast-waters, the capes, islands, and other places of interest.

8. Name all the ranges of mountains in North and South America, with ten of the principal peaks.

9. Give an account of the trade between North and South America.

ARITHMETIC (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

[The question is to be written out by the pupil and the problem worked out underneath in neatly-arranged figures. Each sum should occupy a quarter-sheet by itself to avoid confusion. Be careful to note the instructions given in the Geography paper, which apply to all papers.]

SECTION I.

1. What is $2\frac{1}{4}$ per cent. of \$7,135.80? A merchant imports 2,740 boxes of oranges, and finds, upon receiving them, that 20 per cent. of the whole quantity are decayed. To how many boxes was his loss equivalent?

2. Add together 25 per cent. of \$763.22, 16 per cent. of \$847.16, and $6\frac{1}{4}$ per cent. of \$1,234.17. What is the difference between $4\frac{1}{2}$ per cent. of \$740 and $2\frac{1}{2}$ per cent. of \$1,680?

3. A correspondent purchases teas for me to the amount of \$6,734.10. What is his commission at 17 per cent.? What is the brokerage on \$8,643.22 at $1\frac{1}{4}$ per cent.?

SECTION II.

4. Multiply 123 lbs., 4 ozs., 7 drs., 2 scrs., 17 grs. by 749, and divide 422 miles, 3 furs., 38 yds. by 37.

5. What are the prime factors of 32,320? Find the L.C.M. of 8, 10, 18, 27, 36, 44, 396, and the G.C.M. of 556 and 672.

6. Simplify $\frac{5}{8}$ of $\frac{6}{7}$ of $\frac{2}{3}$ of $\frac{3}{18}$; $\frac{1}{2} + \frac{2}{3} + \frac{3}{4} + \frac{5}{6} + \frac{7}{8}$; and $\frac{3}{4}$ of $\frac{8}{15} + \frac{2}{3}$ of $3\frac{5}{8}$.

SECTION III.

7. What is the weight of the water contained in a rectangular cistern 11 feet wide, 13 feet long, and 15 feet deep, and how many gallons of water does it contain? (A gallon of water weighs 10 lbs., and a cubit foot weighs $62\frac{1}{2}$ lbs.)

8. Square 8,976 and extract the square root of the product. What is the square root of 984,064?

9. How many bricks, 8 inches long, 4 inches wide, and 2 inches thick, will it require to make a wall 25 feet long, 20 feet high, and 2 feet 6 inches thick?

CANADIAN HISTORY (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

SECTION I.

1. Tell the story of the Indian Wars during Champlain's time. When and where did Champlain die?
2. Where is the Dominion Parliament held? How many Houses are there in connection with it? How does a Bill become an Act of Parliament?
3. Was there any Parliament in the days of Champlain? What "Companies" were associated with Champlain's rule?

SECTION II.

4. Name the French Governors of Canada. Who were the Governors-General of Canada from Confederation to Lord Stanley's time?
5. Describe the "Battle of the Plains," naming the Generals, when it was fought, and what was gained or lost by it.
6. Name five of the most important treaties connected with Canadian History. What were the terms of any one of them.

SECTION III.

7. Write a short account of the United Empire Loyalists.
8. Tell what you know of the Confederation Act.
9. Name five of the events in Canadian History that have occurred since 1867.

ENGLISH (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

SECTION I.

1. Break the following passage up into clauses, underlining the subjects and double-underlining the predicates.

Thus every good his native wilds impart
 Imprints the patriot passion on his heart ;
 And e'en those hills, that round his mansion rise,
 Enhance the bliss his scanty fund supplies.
 Dear is that shed to which his soul conforms,
 And dear that hill which lifts him to the storms ;
 And as a child, when scaring sounds molest,
 Clings close and closer to the mother's breast,
 So the loud torrent, and the whirlwinds roar,
 But bind him to his native mountains more.

2. Complete the passage, and analyse it, beginning with :—
 "O blest retirement, friend to life's decline," — — —
 and ending with :—

"His heaven commences ere the world be past."—

3. Give the lines succeeding these quotations and rhyming with them, giving the particular analysis of any two of them ;

- (a) Sweet was the sound — — —
 (b) Near yonder copse — — —
 (c) Beside yon struggling fence — — —
 (d) Yes, let the rich derive — — —
 (e) Downward they move — — —

SECTION II.

4. Enumerate the various works written by Goldsmith. Describe in a carefully written paragraph the last years of his life.
 5. Describe the scope of the "Deserted Village," in a short paragraph carefully composed.
 6. Give the derivation of the following words:—
Husband, champion, disaster, health, influence, prevailed, pensive, cumbrous, parlour, freighted.

SECTION III.

7. Give the exact meaning of the following expressions:—
Each pleasing science, in guilty state, ran his godly race, stimulates the breast, his native wilds.
 8. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (Page 215. Same paragraph as in Grade II. Model School.)
 9. Write a short composition on the "Suez Canal" or on the poet "Robert Burns."

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English, as above, the teacher may copy on the blackboard the Romanesque Ornament on page 7 of the Dominion Freehand Drawing Course, No. 4.
 2. The pupil is also expected to draw a *pyramid* and a *cone*. Each figure drawn in pencil only, must be at least three inches in length, otherwise no marks will be given.

LATIN (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Only one question to be answered from the first section; two from the others.]

SECTION I.

1. Translate:

Mors finiet vitam nostram. Ego te laudabam, tu me vituperas. Si virtutem amabitis, omnes boni vos amabunt. Castra hostium propius urbem moventur. Quum milites urbem intrabant, omnes cives timoris pleni erant. Quis tibi hunc librum dat? Qui amico in periculis adest, is verus amicus est.

2. Translate into English:—Non erat dubium quin milites subito periculo territi essent. Puer, bene educatus, omnibus placet. Curo ut pueri mentem erudiam. Virtutis praeceptorum memores este. Multi homines aedificant domos in quibus non habitabunt. Quum exercitus urbem oppugnavit, nos jam emigraveramus. Omnes

homines amanto Deum. Ita judicat judex justus, ut in omni re rectam conscientiam servet.

SECTION II.

3. Write down the verbs, stating the tense and mood of each, in either of the above extracts.
4. Decline *justus* in the feminine plural.
5. Decline the pronoun *ego*, singular and plural.

SECTION III.

6. Name the various kinds of pronouns in Latin, giving examples.
7. Write down the principal parts of *amo*, *moneo*, *rego*, *audio*,
8. Conjugate *moneo* in the indicative passive.

GEOMETRY (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

SECTION I.

1. Define the following geometrical terms: A *square*, a *rhombus*, a *circle*, an *angle*, *rectilineal*, *rectangular*, *equilateral*.
2. Name and draw the various kinds of four-sided figures, and the three kinds of angles.
3. Write out the three postulates and five of the axioms. What is a theorem?

SECTION II.

4. Give the enunciations of propositions III., XIII. and XXIII.
5. Draw the figures of propositions I., XI. and XXI. The drawing of all figures is to be in pencil and the figures must be at least two inches in length.
6. How does proposition XI. differ from proposition XII.? Give the demonstration of proposition XII.

SECTION III.

7. Prove that any two sides of a triangle are greater than the third side.
8. Write out in full proposition IX.
9. Prove that the exterior angle of any triangle is greater than either of the interior and opposite angles.

ALGEBRA (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

1. Resolve into elementary factors any four of the following quantities:—

(a) $25x^5 - a^2x^3$

(b) $a^6 - 9a^4b^6$

(c) $x^2 + 7x + 12$

(d) $4x^2 + 8x + 3$

(e) $12x^2 - x - 1$

(f) $a^3 - a^2x - 6ax^2$

(g) $x^2 - 2x - 3$

(h) $x^2 + 6x + 5$

SECTION II.

2. Solve any three of the following equations:—

(a) $13x - 21(x - 3) = 10 - 21(3 - x)$.

(b) $(m + n)(m - x) = m(n - x)$

(c) $\frac{1}{3}(x - a) - \frac{1}{5}(2x - 3b) - \frac{1}{2}(a - x) = 0$

(d) $\frac{2}{7}x + \frac{1}{3}(x - 1) = x - 4$

SECTION III.

3. Solve any two of these problems:—

(a) Find two consecutive numbers, such that the half and the fifth of the first taken together shall be equal to the third and the fourth of the second taken together.

(b) Divide 150 into two parts, so that one of them shall be two-thirds of the other.

(c) Find a number, such that if 10 be taken from its double, and 20 from the double of the remainder, there may be 40 left.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

SECTION I.

1. Define a verb. What are the two great classes into which verbs are divided? What is an auxiliary?

2. Re-write the following sentences in the passive voice: The magistrate swore in the constables. The goodness of the soil soon raised a crop. The gardener will fell the tree and lay out the borders. How is the passive voice formed?

3. What is an adverb? What enables you to say for certainty that *in* is an adverb in the sentence "Come in"? Give some adverbs that are sometimes prepositions, sometimes adverbs.

SECTION II.

4. Define *case*. For what cases are nouns inflected? What is the difference between the "nominative absolute" and the "nominative of address"?

5. What is meant by mood? How many moods are there? Name them and define them with examples.

6. Name the various kinds of nouns. Make abstract nouns of *true*, *young*, *poor*, *rogue*, *man*.

SECTION III.

7. What are the various kinds of sentences. Define them and give examples.

8. Parse all the verbs and point out the adverbs and prepositions in the sentence: "He was no sooner gone than an officer, bringing up some troops, to which probably, the skirmisher belonged, and happening to halt where I lay, stooped down and addressed me, saying he feared I was badly wounded."

9. What is a *root*? Distinguish between *root* and *stem*. Define *derivative*. Write out five words that are polysyllables and give their derivation.

FRENCH (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY AND
GRADE II. ACADEMY.)

SECTION I.

1. Translate:—Les éléphants n'oublient jamais les injures qu'ils ont reçues. Au siège d'une ville de l'Inde, l'armée anglaise était campée depuis longtemps devant les murs de la ville. Déjà les rivières et les sources commençaient à tarir. Il n'existait plus d'eau que dans de grands puits qu'on avait creusés çà et là. Un jour, deux éléphants, l'un grand et l'autre petit, se rencontrèrent aux environs d'un de ces puits et le petit se recula de quelques pas et précipita son ennemi dans l'eau.

2. Translate:—N'est-ce pas le pauvre Bayard que je vois au pied de cet arbre, étendu sur l'herbe et percé d'un grand coup? Oui, c'est lui-même. Hélas! je le plains. En voilà deux qui périssent aujourd'hui par nos armes, Vendenesse et lui. Ces deux français étaient deux ornements de leur nations par leur courage. Avançons pour leur parler.

3. Translate into French:—The last time I spoke to you of olden times. It was a story for men. To-day, I shall speak for the women and the little children. Each must have his turn. We had occupied ourselves with Cæsar; we are going to pass now to mother *Vert d'eau*;

Or, At the dawn of a new morning, the lion returned to drink at the spring. But some noise having frightened him, he disappeared in the bush. The man succeeded then in seizing his arm; but his feet were so much burnt that he could not walk;

Or, My father went to the concert yesterday evening. He took me with him. We came in at eleven o'clock. This morning I slept until eight o'clock. I left the house to go to school at nine. My brother did not come with me. I came in by the front door. I recited my lessons very well because I studied them yesterday afternoon.

SECTION II.

4. Give the principal parts or primitive tenses of *parler*, *punir*, *devoir*, *vendre*.

5. Give any four tenses of *aller*, or *recevoir*, including the imperative.
6. What is the French for :—Some (before m. sing. noun), mine (f. sing.) me, he whom, this afternoon, yesterday, the day before, people, one another, himself.

SECTION III.

7. Conjugate in subjunctive present :—*Aller*, *acquérir*, *vouloir*, *prendre*.

8. The future of *aimer*, *nourrir*, *apercevoir*, *mordre*.

9. The plural of :—*Je*, *tu*, *celui-ci*, *quelqu'un*, *personne*, *cheval*, *éventail*, *corail*, *bétail*, *il parle*, and the feminine of *lui*, *eux*, *blanc*, *vermeil*, *actif*, *tiers épais*, *le mien*, *ce*, *il parle*.

SCRIPTURE HISTORY (GRADE I. ACADEMY.)

SECTION I.

1. Tell what you know of the imprisonment of John the Baptist.
2. Give an account of the cure of the Gadarene demoniac.
3. Describe Christ's triumphal march into Jerusalem.

SECTION II.

4. What are the events recorded in the first four chapters of the first book in the New Testament ?

5. In what connection with the life of Christ are Nicodemus and Joseph of Arimathea mentioned ?

6. Give an account of the cure of the leper, and of the paralytic.

SECTION III.

7. Draw a map of Palestine with the Roman divisions of the country, the river Jordan, and the Dead Sea carefully outlined.

8. Where were the following places : Bethsaida, Bethesda, Cæsarea, Bethlehem, Bethany, Jericho, Jordan, Damascus, Tyre, Shechem.

9. Give the passage in the Sermon on the Mount which refers to alms-giving, to the forgiving of our enemies, against hypocrisy.

ENGLISH (GRADE II. ACADEMY.)

SECTION I.

1. Explain the references in the following passages :—

And the pleased *lake*, *like* maiden *coy*,
Trembled, but dimpled not for joy.
Wrothful at *such* arraignment foul,
Dark lowered the clansman's sable *scowl*.
The monarch saw the gambols flag,
And bade *let* loose the gallant stag.
The chieftain reared his form on *high*,
And fever's fire was in his eye.
The belted plaid and tartan hose
Did *ne'er* more graceful limbs *disclose*.

2. Analyse the above sentences and parse the words in italics.
3. Give the context of the following lines to the extent of fifteen lines or more :—

The chief in silence strode before
And reached that torrent's sounding shore. — — —

SECTION II.

4. Give an account in your own words of the opening scene of the "Lady of the Lake."
5. Explain the terms :—*Vanward, barret-cup, snood, fealty, the fairies' fatal green, coif, wot ye why, noontide bag, henchman, sheen.*
6. Enumerate ten of the principal events in the life of Sir Walter Scott. When did he die? Who were his contemporaries?

SECTION III.

7. Write out a neatly composed paragraph on the "Invasion of the Spanish Armada."
8. Write out any ten lines from Canto V. of the "Lady of the Lake" and paraphrase them.
9. Reconstruct a simple sentence out of the following elements :—
 - (a) An officer was bringing up some troops.
 - (b) The cruel skirmisher probably belonged to these troops.
 - (c) The troops happened to halt at a spot.
 - (d) I lay at that spot.
 - (e) The officer stooped and addressed me.
 - (f) The officer feared I was badly wounded.

DRAWING FROM 11 TO 12.

1. While the pupils are engaged with their English as above, the teacher may copy on the blackboard the figure selected from the Dominion Freehand Drawing Course, No. 4, for Grade III. Model School.
2. In addition to the above the pupil is to sketch a *maple leaf* or any other original design. No marks will be given to a figure which is not in pencil and which is not at least three inches in one of its dimensions.

LATIN (GRADE II. ACADEMY.)

SECTION I.

1. Translate: *Postero die castra ex eo loco movent; idem facit Cæsar; equitatumque omnem, ad numerum quatuor millium, quem ex omni provincia et Æduis atque eorum sociis coactum habebat, præmittit qui videant, quas in partes hostes iter faciant. Qui, cupidius novissimum agmen insequuti, alieno loco cum equitatu Helvetiorum prælium committunt; et pauci de nostris cadunt.*

2. Translate: The whole of Gaul is divided into three parts; of these, one part is inhabited by the Belgians, another by the Aquitani, the third by the Gauls. All these differ among themselves in language, institutions and laws. The river Garumna separates the Gauls from the Aquitani. The most warlike of them all are the Belgians, because they are farther away from us.

SECTION II.

3. Parse every word in the last sentence of above Latin extract.
4. Select the verbs in the above Latin extract, and give the infinitive of each.
5. Decline fully *eorum*.

SECTION III.

6. Give a short description of Gaul as Cæsar found it.
7. Conjugate *facio* in all its perfect tenses.
8. Give the rules of syntax which may be applied in construing the first two lines of the above Latin extract.

GEOMETRY (GRADE II. ACADEMY.)

SECTION I.

1. Draw the figure of proposition XVIII. Define a *parallelogram*, a *rectangle*, a *perpendicular*, and a *theorem*. (The figure must be neatly drawn in pencil, two inches in dimensions at least, as the other figures required ought also to be. Do not use numbers for letters.)
2. Name the references in proposition XXIV. and give the enunciations of the propositions referred to.
3. Give the enunciation, construction and proof of proposition VII. "Upon the same base and on the same side of it there cannot be two triangles," &c.

SECTION II.

4. Draw the figures of the propositions II. and XI. in both books.
5. Prove that the exterior angle of a triangle is equal to the two interior and opposite angles, and that the three interior angles are together equal to two right angles.
6. Prove that the opposite sides and angles of a parallelogram are equal and that the diagonal bisects it.

SECTION III.

7. If a straight line be divided into any two parts, then the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part together with the square on the other part. Prove this proposition.

8. Divide a straight line into two parts so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

9. If a straight line be divided into any two parts, then the rectangle contained by the whole line and one of the parts is equal to the rectangle contained by the two parts together with the square on the aforesaid part. Prove this proposition.

ALGEBRA (GRADE II. ACADEMY.)

SECTION I.

1. Find the G.C.M. of $9(a^2x^2 - 4)$ and $12(a^2x^2 + 4ax + 4)$
2. Find the L.C.M. of $4(a^3 - ab^2)$, $12(ab^2 + b^3)$, $8(a^3 - a^2b)$
3. Simplify the fraction:—

$$\frac{x + y}{y} - \frac{2x}{x + y} + \frac{x^2y - x^3}{x^2y - y^3}$$

SECTION II.

4. Solve the equation:—

$$\frac{x + 1\frac{1}{2}}{3} - \frac{10 - x}{3\frac{2}{3}} = \frac{4 - \frac{2}{3}x}{11} - \frac{1}{11}$$

5. Solve the equation:—

$$\frac{8 - 5x}{2x - 1} + \frac{4x + 3}{x + 3} = \frac{3}{2}$$

6. Solve the equation:—

$$\sqrt{4x} + \sqrt{4x - 7} = 7$$

SECTION III.

7. A father is 24 years old when his eldest son is born; and if both live till the father is twice as old as he is now, the son will be then 8 times as old as now. Find the father's present age.

8. Divide 150 into two parts, such that if one be divided by 23, and the other by 27, the sum of the two quotients may be six.

9. A horse was sold, at a loss, for \$80; but if it had been sold for \$100 the gain would have been three-fourths of the former loss. Find its real value.

—The sad intelligence of the death of the Rev. Dr. Weir, of Morrin College, has by this time reached our readers, and while going to press we pause to give space to the following announcement in the *Quebec Chronicle* of a meeting of the Faculty of Arts of the College in which he labored so zealously for so many years :

“ At a meeting of the Faculty of Arts of Morrin College, held in the College on the 17th inst., the Principal being in the chair, it was unanimously resolved :

“ ‘ That this Faculty record its profound sorrow for the lamented death of their honored and learned colleague, the Rev. George Weir, M.A., LL.D., Professor of Classics and Hebrew. In both the university and more elementary departments of education, Dr. Weir has been engaged in Canada for nearly forty years, during which his enthusiasm never flagged and his success never diminished. His love for the classics, his scholarly attainments, his eager manner, his genial humor, his universal zeal and his warm personal attachments to his students, made him one of the most successful teachers of the day. To Dr. Weir, Morrin College owes more than can be told for its efficiency in accomplishing the educational work it has done for the city of Quebec and neighborhood, while the whole province has felt the effect of his labors as an educationist, when occupying the positions of Inspector of Superior Schools and Secretary of the Protestant Committee.

“ ‘ The Faculty desires not only to express its own sense of loss in the sudden departure of Dr. Weir, but to convey most cordial assurances of sympathy to his mourning relatives, and especially his much-loved surviving daughter and grandchildren, over whom his heart yearned with such devoted affection.

“ ‘ The Faculty instructs the Secretary to forward a copy of this minute to the relatives of the deceased.

“ ‘ JOHN COOK, D.D., LL.D., *Principal.*

“ ‘ HENRY WALTERS, B.A., *Sec. Faculty of Arts.*’

[“ Dr. Weir was born 15th July, 1825, at Aberlow, Scotland, and educated at Aberdeen University. He graduated in 1848 and was Rector of Banff Academy. When Dr. Cook went to Scotland to choose a man for Queen’s College, Kingston, he brought out Dr. Weir as Professor of Classical Literature, where he remained for 11 years. He was 25 years in Quebec as Professor of Classical History, and was a fine Hebrew scholar. About 1881 the degree of LL.D. was conferred upon him by his Alma Mater as a recognition of his scholarship and untiring and successful efforts in the cause of education.”]

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—While all are not satisfied with the modern systems of education and examination, it would appear from the following, which I have translated from *L’Enseignement Primaire*, of our Province, that it would hardly do to return to the old manner of awarding prizes, which seems still to be in vogue in some Quebec schools.

Yours, etc., R. M.

The article reads as follows :

In some of our schools the task of determining, on the day of examination, which pupil is to have the first prize, which the second, etc., is still left to the Commissioners. The children are questioned individually by one of the members of the School Board, and whoever reads best, solves most rapidly the problems in arithmetic, answers most promptly the questions in geography or history, receives the finest book, and so on through the whole class. The teacher, who has the most intimate knowledge of the pupils personally, from having spent his time with them for ten long months, often sees an

idle pupil rewarded owing to the timidity of a class-mate, who has worked well throughout the year but who finds himself out of sorts on examination day.

It is easily understood that this old agonizing custom is simply fitted to discourage workers, who often see themselves supplanted, on the great prize-day, by a *badaud*, who is gifted with great self-confidence and with an *intelligence vive*.

The only way to reward pupils with equity and intelligence, is to have them compete at the end of each month in a written examination for the more advanced, and orally for the more elementary grades, on the subjects taught in the school. At the end of the school year, twelve compositions will have been wrought on each branch of school work, and the sum total of marks obtained by the competitors should determine their standing. It will then be an easy task for the teacher to make up his list of prize-winners. . . . The prizes awarded in this manner become an object of very laudable emulation, and exempt the teacher from deciding himself who shall bear away the palm. Some writers have decried the custom of public distribution of prizes, giving as a reason the wounding of the unrewarded pupils' self-regard, and maintaining that these wounds to self-regard have an injurious effect later on. We are not of this opinion. Children know better than anyone else what they deserve and what is their worth. When prizes are awarded by means of impartial competitions there are no fatal consequences to be feared on these grounds. Take away the publicity from the distribution of prizes and what remains?

The authorities of primary education should inform the parents of the manner in which the prizes are to be awarded and to announce it on examination day. By this means misunderstandings will be avoided.

To the Editor of the EDUCATIONAL RECORD :

SIR,—In view of the discussion going on about our course of study, I think it would be as well for you to publish in your esteemed periodical the new regulation 74. From that regulation parents and teachers will see that they have in their own hands the limitation of the number of subjects undertaken by the pupil during the year, although I may say from experience that the more industrious of my pupils are always anxious enough to take all the subjects that may give them a good standing. As far as I understand the regulation, it has evidently been drawn up in the interests of those parents who think their children have had too much to do in school and at home, and my translation of it is that pupils of Grade I., Model, have but *eight* subjects in connection with which home tasks may be required, writing, arithmetic and drawing being for the most part work done in school; pupils in Grade II., Model, have *nine* such subjects; in Grades I. and II., Academy, *eleven* such subjects, and everybody knows

how the minimum number of subjects required for passing A.A. is ridiculously small, and is hardly, if ever, taken advantage of. Facts are better than fine writing; and I have been unable to resist asking you, Sir, to give the facts about this so-called over-pressure in our schools.

Yours, etc.,
A TEACHER.

[The Regulation to which our correspondent refers reads as follows:

74. In these written examinations pupils shall be considered as having passed in their respective grades provided they pass in writing, spelling, arithmetic, grammar, geography, history, scripture, French, physiology and hygiene and drawing; except (1) that pupils in Grade I., Model School Course, will also be required to pass in English, (2) that pupils in Grade II., Model School Course, will also be required to pass in at least one of the remaining subjects of their grade, and (3) that pupils of Grade III., Model School Course, and Grades I. and II., Academy Course, will also be required to pass in at least three of the remaining subjects of their respective grades, of which Latin shall be one.

It may as well be understood that the decision about the Latin does not refer to the present year's work.—ED. EDUCATIONAL RECORD.]

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

THE QUARTERLY REGISTER OF CURRENT HISTORY has been received and placed on our list. This is the second number, and we would advise our teachers to become subscribers for the sake of the library and its young readers: it is published by the Evening News Association, Detroit, Mich. *The Young Canadian* we again welcome as an exchange. *The Phrenological Journal* is one of our most valuable magazines of physical research. *The Scots Magazine*, published in Perth, is a periodical which ought to receive every encouragement from Scotsmen abroad, as it is evidently receiving such at home: it is a well conducted periodical. The same may be said of the *Highland Monthly*, published in Inverness. A true Celt can hardly do without these magazines, if he would know what is going on among his kindred in the higher literary walks of life. These magazines are in no sense rivals.

PLATO'S GORGIAS, edited by Gonzalez Lodge, of the Bryn Manor College, and published by Messrs. Ginn and Company, of Boston. This is one of the college series of Greek authors edited under the supervision of Professors John W. White and Thos. D. Seymour. The excellence of this series has been frequently spoken of in the RECORD, and the volume before us is likely to sustain their popularity. The introduction refers to the beginnings of rhetoric, Gorgias' life and activity, and gives the aim of the dialogue in a manner that cannot

fail to interest the student at the outset of his task of reading the Greek text. Our college professors have surely grateful reason to favor the enterprise of the editors and publishers of this classical series of text-books.

EUCLID'S ELEMENTS for the Use of Schools, containing Books III. and IV., by H. S. Hall, M.A., of Christ's College, Cambridge, and F. H. Stevens, M.A., of Queen's College, Oxford, and published by the Messrs. Macmillan & Co., London and New York. The text-books of the Messrs. Hall and Stevens have given the highest satisfaction, and the above, for compactness and arrangement, is all that teacher or pupil could wish for.

LIVY, Books I. and II., edited, with introduction and notes, by J. B. Greenough, and published by the Messrs. Ginn and Company, Boston and London. This is another of Greenough's College Series of Latin Authors. The editor holds that the essential object of studying Latin is to learn to read Latin with readiness and accuracy, and though we cannot all agree with him in this matter, we must confess that this new text-book of Livy cannot fail to have a favorable reception from the student. The critique on the great Latin author, which precedes the text, is an excellent oral lesson, giving a bird's eye view of Livy's career in its relationship with the times in which he lived, while the notes are not so much meant to assist the reader in his translation as in his intelligence.

PRACTICAL ARITHMETIC, by W. H. Sadler and W. R. Will, of Baltimore, and published by the Sadler Publishing Co., 10 N. Charles Street, Baltimore. Though we cannot expect to see such a book as this introduced into our Superior Schools, we would urge our teachers to send for a copy of it, as they cannot fail to find from its completeness many valuable hints in their work. As a mercantile arithmetic it has few rivals in the field that surpass it.

INSECTA is No. 8 of the Guides for Science Teaching, prepared, under the auspices of the Boston Society of Natural History, by Alphaeus Hyatt and J. M. Druis, and published by the Messrs. D. C. Heath & Co., Boston. The young entomologist cannot secure a better guide than the beautiful little volume before us. There is little in connection with the science which is not touched upon, while the series of diagrams are in every respect excellent. The habits of insects, their seasons, and the manner in which they may be preserved, are treated of in anything but a dryly scientific manner; and yet the book is by no means altogether elementary. If there is a guide for the study of botany prepared with diagrams in the same way, we would like to see it in the hands of all our academy teachers.

HANDBOOK OF HISTORIC SCHOOLS OF PAINTING, by Deristhe L. Hoyat, instructor in Massachusetts Normal Art School, and published by the Messrs. Ginn & Co., of Boston, U.S. The aim of the author, as is said, is to give in a more simple and condensed form than has hitherto been attempted some general knowledge of the principal

historic schools of painting, their characteristics, chief artists and some of the most noted paintings executed by each, and these words indicate in brief the scope of the work. A more interesting book for the guidance of the general reader, while approaching the history and development of the art of painting, would be hard to find. From the early Greek painters to the Dutch and English schools the story is sustained in a manner which shows the compiler to be an enthusiast thoroughly qualified to make enthusiasts of others.

GEOGRAPHY OF EUROPE, by James Sime, M.A., and published by the Messrs. Macmillan & Company, London. Though we cannot recommend this as a text-book for our schools in America, considering its scope, it would, nevertheless, in our opinion, be a good book for the school library, with its easy reading and beautiful illustrations.

A SYNOPSIS OF ENGLISH AND AMERICAN LITERATURE, by G. J. Smith, B.A., of the Washington High School, and published by the Messrs. Ginn & Co., of Boston, U.S. The volume is a cram-book and has no interest for us; yet the student preparing for an examination would, probably not be inclined to despise it considering the amount of information condensed in it, and the manner of its arrangement.

THE NEW FOURTH MUSIC READER, arranged by Messrs. Luther Whiting Mason and G. A. Veazie, and published by the same publishers, is a splendid collection of vocal exercises and musical selections, and one well worthy careful examination by our music teachers.

THE MORNING HOUR: a Daily Song-Service with Responsive Selections for Schools, by Messrs. Irving Emerson, O. B. Brown and George E. Gay, of Malden, Mass., and published by the Messrs. Ginn & Co. A book like this we have long looked for, placing within the reach of the teacher, as it is meant to do, a simple arrangement of readings from the Bible, with appropriate hymns and musical exercises with which to begin the day. There is too little of this in our schools. To those of our teachers who do not hesitate to train their pupils in religious exercises—to worship God in spirit and in truth—we would heartily recommend this excellently arranged exercise book.

STUDIES IN NATURE AND LANGUAGE LESSONS, arranged by T. Berry Smith, M.A., of Central College, Fayette, and published by the Messrs. Heath & Co., of Boston, U.S.A. From the cradle the mind of the child is engaged in two distinct ways, says Professor Smith, (1) forming acquaintance with material objects and (2) expressing this knowledge in language. And the query is often put, does a man really know when he is impotent to communicate to others what he is supposed to know. Besides, how often are we startled by some of the questions which children put to us, and which we are unable to answer simply from the fact that we have been imperfectly trained to communicate our thoughts about simple phenomena. The book

prepared by Mr. Smith may be called a composition exercise-book, but it is much more, and we trust to see it soon in wide circulation, as a text-book which will not only train children to observe but to speak and write intelligently about their observations.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 22nd May, 1891,

Which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: The Right Rev. James Williams, D.D., Lord Bishop of Quebec, in the chair, the Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. W. I. Shaw, LL.D., A. Cameron, Esq., M.D., M.P.P., A. W. Kneeland, Esq., M.A., Ph.D., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. Dr. Cornish, LL.D., the Rev. George Weir, LL.D., R. J. Hewton, Esq., M.A.

The minutes of the previous meeting were read and confirmed.

A letter was received from Mr. Peter McArthur, regretting his inability to attend.

The Secretary then submitted the following communications and correspondence for the consideration of the Committee:

1. From Miss Letitia Barlow and Mrs. Wardrope, applying for diplomas under the regulations of the Committee.

The Committee agreed to recommend that Miss Letitia Barlow be granted a first-class academy diploma under regulation 56.

The Secretary was instructed to inform Mrs. Wardrope that it will be necessary for her to submit the teacher's certificate which she holds to the Committee for examination, in order that the Committee may be able to accede to her request.

2. From Mr. T. B. Smiley, resigning his position as head master of the boys' department of the McGill Model School.

The resignation was received and accepted.

Moved by Sir William Dawson, seconded by Dr. Cornish, and resolved:

"That this Committee do recommend the appointment of Mr. Orrin Rexford, B.A., Sc., as head master of the boys' department of the Model School of the McGill Normal School, in place of Mr. Smiley, resigned, at the same salary."

3. From the Rev. Elson I. Rexford, resigning his position as secretary of the Department of Public Instruction.

The Hon. Gédéon Ouimet having expressed his regret at the resignation of Mr. Rexford, it was moved by Sir William Dawson, seconded by Dr. Heneker, and resolved:

"That the Protestant Committee of the Council of Public Instruc-

tion, having received the resignation of their Secretary, the Rev. Elson I. Rexford, appointed to be rector of the High School in Montreal, and regretting the unavoidable severance of his connection with the Department of Public Instruction, do record their high estimation of his organizing and administrative skill, and of the energy, the tact and zeal which have characterized its exercise, and do assure him of their appreciation of the effective service rendered by an officer whose diligence in the preparation of business and prompt execution of the Committee's decisions have contributed not a little to the advance in efficiency observable in the Protestant schools of the Province."

4. From Messrs. Montizambert, Parmelee, Kneeland, Parsons, White and Harper, applying for the position of secretary of the Department of Public Instruction.

The applications and certificates submitted therewith were received and read.

Moved by Dr. Hemming, seconded by Dr. Cornish, and resolved :

"That the recommendation for appointment of a successor to the Rev. Mr. Rexford be decided by ballot, and that said ballots be continued until one candidate obtains a majority of the votes of the members present."

The ballot having been taken, a majority of votes was cast for Prof. George W. Parmelee, and on motion of Sir William Dawson it was unanimously resolved to recommend, in accordance with 1940 R.S.Q., Prof. George W. Parmelee, of the McGill Normal School, for appointment as English secretary of the Department of Public Instruction, as successor to Mr. Rexford.

Sir William Dawson, having stated on behalf of the Normal School Committee that it is desirable to provide a successor to Prof. Parmelee in case of his appointment as secretary of the Department, submitted the names of Mr. H. H. Curtis, of the Montreal High School, and Dr. Kneeland, of Montreal, as qualified for the position of successor to Prof. Parmelee in the McGill Normal School.

A ballot having been taken, Dr. A. W. Kneeland received a majority of votes, and on the motion of Sir William Dawson, seconded by the Very Rev. Dean Norman, it was carried unanimously :

"That so soon as Mr. Parmelee be appointed by the Government to be English secretary to the Department of Public Instruction in succession to Mr. Rexford, the Chairman be authorized to recommend to the Government the name of Mr. Kneeland in succession to Mr. Parmelee in the McGill Normal School."

Sir William Dawson, having acted as chairman of the Sub-Committee of Legislation in the absence of Dr. Heneker, reported in the interview with the Council of Arts and Manufactures held in Montreal last week, and the result of which was in the hands of the Secretary in the form of a resolution of the Council.

In addition to the Rev. Dean Norman and himself, the only

members of the Sub-Committee available, he had invited the Rev. Dr. Cornish, the Rev. Dr. Shaw and Dr. Kneeland to be present, and these gentlemen kindly took part in the interview.

It appeared from the statements of the Chairman that the Council had committed itself to the Templé Drawing, but without securing, as required by law, the approval of the Protestant and Catholic Committees. This action he vindicated by asserting that the Council could prescribe text-books without approval, and that regulation only required said approval. To this your Sub-Committee objected, holding that text-books and regulations for them must both be contemplated. He further urged that the law contemplated over-riding the authority of the two Committees to secure uniformity. To this we objected that such uniformity held only within the two systems of education, and that the two Committees were authorized by the law to consult the requirements of their respective schools as well as those of schools of different grades, and were bound to do so. He further stated that the Templé drawing-book was intended to enable teachers themselves ignorant of the art to teach drawing. To this we objected that our educational policy was to secure teachers capable of teaching the subjects required and no others, and the idea of using any book suitable for the use of ignorant teachers would waste public money without securing any educational object. Though several of the members of the Council seemed to see the force of our objections, and though your Sub-Committee stated that they merely desired an alternative use of the Dominion drawing-book, the Council by resolution declined to accede to our wishes, and it now only remains for this Committee to consider the best means in the circumstances to protect the educational interest entrusted to them in the matter of drawing,

“COUNCIL OF ARTS AND MANUFACTURES OF THE PROVINCE OF QUEBEC,
12th May, 1891.

Extract from the minutes of the regular meeting, held in Montreal May 12th, 1891.

“A deputation from the Protestant Committee of the Council of Public Instruction, consisting of Sir William Dawson, Rev. Dr. Cornish, Rev. Canon Norman, Rev. Dr. Shaw and Dr. Kneeland, appeared before the Council, requesting that the ‘Dominion Freehand Drawing Course’ be recognized as an alternative course in the Protestant schools in the Province.”

Sir William Dawson and the other gentlemen of the deputation explained the object of their visit and then retired.

After considerable discussion, it was resolved :

“That this Council regrets that it is unable to comply with the request of the deputation of the Protestant Committee of the Council of Public Instruction, to the effect ‘that the Dominion Freehand Drawing Course be recognized as an alternative course in the Protestant schools of the Province,’ for the reason that the law requires, as

far as possible, that a uniform system of drawing should be followed, and furthermore, for the reason that it is not contended that the Templé system cannot be made use of."

The Hon. Mr. Ouimet requested that his name should be inscribed as "not voting" on the question.

Moved by Dr. Hemming, seconded by Dr. Shaw, and resolved :

"That the report of the Sub-Committee on Legislation, authorized to confer with the Council of Arts and Manufactures on the subject of drawing, be adopted, and that this Committee cannot approve of the resolution of the Council of Arts and Manufactures adopting the system of drawing of Mr. Templé to the exclusion of every other system."

Moved by Rev. Dr. Shaw, seconded by the Dean of Quebec, and resolved :

"That the Sub-Committee on Legislation be authorized to wait upon the Government and represent the views of the Committee with respect to drawing and inspection."

6. The Secretary reported for the information of the Committee that in the distribution of the grant for equipment, in accordance with the resolution adopted at the last meeting of the Committee, the marks for academies were taken as double the value of model school marks in the *pro rata* distribution. Of the \$2,500 distributed the 17 academies received \$1,283 and the 32 model schools received \$1,217, as follows :

ACADEMIES.

Huntingdon.....	\$83 00	Sherbrooke.....	\$87 00
Lachute.....	66 00	Coaticooke.....	82 00
Waterloo.....	79 00	Knowlton.....	81 00
Cote St. Antoine.	81 00	Cowansville....	79 00
St. John.....	82 00	Shawville.....	74 00
Granby.....	81 00	Danville.....	75 00
Aylmer.....	64 00	Inverness.....	60 00
Bedford.....	70 00	Three Rivers....	69 00
Clarenceville....	70 00		
			\$1,283 00

MODEL SCHOOLS.

Sutton.....	\$44 00	Ormstown.....	\$33 00
Lennoxville....	35 00	Hull.....	42 00
St. Lambert.....	42 00	Berthier.....	40 00
Richmond.....	39 00	Cookshire.....	40 00
Frelighsburg....	44 00	Farnham.....	44 00
Lachine.....	45 00	Portage du Fort..	37 00
Mansonville....	45 00	Stanbridge.....	45 00
Hatley.....	45 00	Dunham.....	44 00
Lacolle.....	34 00	Hemmingford...	37 00
Waterville.....	45 00	Clarendon.....	37 00

MODEL SCHOOLS—CONTINUED.

Warden.....	\$34 00	Sorel.....	\$43 00
Mystic.....	39 00	Bury.....	40 00
Bryson.....	27 00	Rawdon.....	32 00
Grenville.....	29 00	Leeds.....	29 00
Ulverton.....	31 00	Gould.....	30 00
Marbleton.....	30 00	Como.....	36 00

\$1,217 00

The following circular was issued with each cheque of the grant for equipment :—"I have the honor to inform you that at the February meeting of the Protestant Committee it was decided to distribute the sum of two thousand five hundred dollars (\$2,500) among the Model Schools and Academies of the Province, with a view of improving the equipment of these schools. The amount of the grant to your school has been determined by the condition of your school equipment last year, and this grant is to be expended in improving this equipment. In your annual report in July next you will require to report as to the expenditure of this equipment grant and you will also require to satisfy the Inspector of Superior Schools, at his next visit, that the grant has been expended for the purposes specified and in a satisfactory manner."

7. The Secretary reported for the information of the Committee (1) that the amended Regulations adopted at the last meeting of the Committee had been approved by Order in Council, (2) That the Honorable the Provincial Secretary had consented to distribute the School Code in English to the Protestant teachers and clergy of the Province, and (3) that the salaries of Inspectors Thompson and Taylor had been raised to one thousand dollars, the amount now received by all the regular Protestant Inspectors of the Province.

The Chairman announced that the Acting-Premier had given the President of the Corporation of Bishop's College a written promise that the Government will recommend to the Legislature at its next session that a grant of \$10,000 be made in aid of the restoration of Bishop's College School, to be paid in five annual instalments of \$2,000 each.

8. The Secretary submitted a report of the examination of candidates for the position of Inspector of Protestant Schools.

In view of the examination passed by J. W. McOuat, B.A., of Lachute, as a candidate for an inspectorship of elementary schools and of the testimonials submitted by him, it was moved by G. L. Masten, seconded by R. J. Hewton, that a first-class certificate be granted to Mr. McOuat as one eligible for the position of Inspector of Protestant Schools." Carried.

9. On motion of Archdeacon Lindsay, seconded by Dr. Cornish, it was resolved, "That the Chairman, Dr. Heneker, the Dean of

Quebec, Dr. Weir and Dr. Shaw be a sub-committee to examine the tabulated results of the written examination and inspection of the Superior Schools, prepared by the Inspector of Superior Schools, and to prepare a project for the distribution of grants based thereon, for consideration at the September meeting of the Committee.

10. Sir William Dawson submitted on behalf of the Normal School Committee a letter from Dr. Robins concerning the present position of the Normal School and its financial requirements.

On the motion of Sir William Dawson, it was resolved "That the Chairman and Dr. Heneker be a sub-committee to wait on the Government with reference to the continuance of a grant for contingencies, and that the statement of the Normal School be received and referred to the above sub-committee, and that the sub-committee on Legislation be authorized to co-operate with the commissioners of schools for Montreal and with the Normal School Committee in asking for such increase of the income of the commissioners as may enable them to consider the claims of the Model Schools."

11. Resolved, on motion of Sir William Dawson, "That Dr. Heneker and Dr. Shaw be a sub-committee to audit the Secretary's accounts, and hand over the same to the new Secretary, and also to receive all the books, records, and documents belonging to the Committee, and hand over the same to the new Secretary."

12. The Inspector of Superior Schools appeared by request before the Committee and read his interim report. The report was received.

Moved by the Dean of Quebec, seconded by the Rev. Dr. Cornish, and resolved, "That the list of deputy-examiners submitted by the Inspector be approved for the ensuing year and that the Commissioners of the several Academies and Model Schools be requested to provide for the payment of at least one deputy-examiner in order to secure certainty in carrying out the routine of an examination on which the grant to their school depends."

13. Moved by R. J. Hewton, seconded by G. L. Masten, and resolved "That the Committee ask the Provincial Legislature to amend section 1967 R.S.Q. to read as follows:—'The Central Board of Examiners shall be composed of not less than five or more than ten members, and a secretary, who, etc.,' and that this resolution be referred to the Committee on Legislation to take the necessary steps to secure the change."

14. Dr. Heneker submitted a letter from Mr. R. H. Pope, M.P., concerning the teaching of Agriculture.

It was resolved upon the motion of Dr. Cornish, "That Mr. Pope's letter be referred to a committee consisting of Sir William Dawson, Dr. Shaw and Dr. Cornish."

15. A petition was read from Dunham Academy concerning its status, etc. On the motion of Dr. Heneker the petition was referred to the Inspector of Superior Schools for a report at the September meeting of the Committee.

The Secretary submitted the following financial statement of the Committee, which was received, examined and found correct:—

Quebec, 22nd May, 1891.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

I.—*Superior Education.*

1891	RECEIPTS.	
Feb. 21.	Balance on hand.....	\$5,354 28
"	Interest on M. L. Fund to 31st Dec., 1891.....	700 00
		\$6,054 28
	EXPENDITURE.	
March 30.	Transferred to Superior Education.....	\$2,575 00
May 22.	Balance in hand.....	\$3,479 28

II.—*Contingent Fund.*

	RECEIPTS.	
"	Grant for Contingencies...	\$1,000 00
	EXPENDITURE.	
Feb. 21.	Amount overdrawn.....	\$ 581 07
March 31.	Lovell's Accounts.....	83 25
"	Inspector's Salary for quar- ter ending 31st March...	125 00
"	Secretary's Salary for quarter ending 31st March.....	50 00
"	Inspector's travelling ex- penses on account.....	150 00
		\$ 989 32
"	Balance in hand.....	\$ 10 68
May 22.	Total balance in hand as per book balance.....	\$3,489 90

Examined with the Bank Pass-Book and found correct.

R. W. H.

The report of the Sub-Committee on Elementary Schools, presented at the last meeting, was taken up for consideration clause by clause. In reference to clause one of the report it was resolved on motion of Dr. Kneeland, seconded by Archdeacon Lindsay, "That the Committee on Legislation be requested to apply to the Government for an additional grant in aid of elementary schools, the same to be distributed by the Department of Public instruction in accordance with regulations to be framed by the two committees, so as to increase the efficiency of the schools and the salary of the teachers, and not in any way to relieve the tax-payers of their present responsibilities in regard to the maintenance of the schools."

Resolved, "That clause four in the report on elementary schools be referred to the Normal School Committee with a request that it will report to this Committee on the subject."

The remaining clauses of the report were allowed to stand over for future consideration.

The Sub-Committee on Text-books begs leave to report (1) that one book has been submitted for examination during the past quarter, viz: an advanced French book. The book has been submitted to the Advisory Committee of the Provincial Association of Protestant Teachers for report. Dr. Calkin, on the suggestion of the Sub-Committee, has agreed to make several important changes in his Introductory Geography, which will render the book more acceptable to the teaching body.

(Signed) A. W. KNEELAND, *Convener*.
G. L. MASTEN.

The report was received and adopted.

The Sub-Committee appointed at the last meeting of the Committee to prepare a scheme for granting special certificates in connection with the annual June examinations, begs leave to submit the following:—"That a special certificate be given each year to the pupil from the Academies taking the highest number of marks in the A. A. Examinations.

R. J. HEWTON,
G. L. MASTEN,
A. W. KNEELAND.

The report was received and adopted.

There being no further business the Committee adjourned, to meet the third Friday in September, or earlier, on the call of the chairman.

ELSON I. REXFORD,
Secretary.

TEACHERS' INSTITUTES.

As stated in our April number, Institutes will be opened at 9 a.m., on Tuesday the seventh of July, at Inverness, Sherbrooke, Cowansville and Lachute.

At *Inverness* arrangements are being made for the entertainment of teachers in the village, and teachers intending to be present should

send their names to Mr. W. H. Lambly, Inverness. Inspector Parker will take up the subjects of arithmetic, language lessons and grammar, and the Rev. Elson I. Rexford will take up the subjects of reading, geography and school organization. During the evenings two lectures will be given on astronomy, illustrated with stereopticon views.

In Sherbrooke, the Institute will meet in the Hall of St. Peter's Church, which has been kindly granted for this purpose. Teachers can obtain comfortable quarters at a reasonable rate by sending their names to Mr. R. J. Hewton, Sherbrooke. Dr. Harper and Mr. R. J. Hewton will take charge of the Institute at Sherbrooke.

At Cowansville the Institute will be held in the Academy. Arrangements have been made with the hotels to receive the teachers at sixty cents per day. Dr. Robins will take up arithmetic, drawing, language lessons, writing and geography. Inspector Taylor will take up reading, object lessons and morals, and Dr. C. Cotton will deliver a lecture upon physiology and hygiene to members of the Institute.

At Lachute the Institute will meet in the Academy. Arrangements have been made to provide the teachers with accommodation at the hotels at special rates. Professor Parmelee will take up the teaching of English and school management, and Inspector McGregor will take up reading, history, the use of object lessons and the use of globes.

THE NEXT CONVENTION.

The next Convention of Protestant Teachers of the Province of Quebec is to be held in Montreal on the 23rd, 24th and 25th of October. The programme of proceedings has not yet been completed, but the following persons have consented to address the Convention on the subjects set opposite their respective names:—

Prof. T. Wesley Mills, M.A., M.D., etc., "Physiology and Hygiene in our Schools."

E. A. Dyer, Esq., M.P., Sutton, and W. H. Lambly, Esq., Inverness, "How we may best Increase the Efficiency of our Elementary Schools."

W. A. Kneeland, B.C.L., "Moral and Physical Training."

R. J. Hewton, M.A., "Professional Training."

—————, "The Teaching Staff in our Superior Schools."

J. W. McOuat, B.A., is to secure a paper on "Elementary School Work," from some teacher in his locality.

Other subjects that will come up for discussion upon reports of committees are, "Compulsory Education," "Summer Schools," "A.A. Examinations," "Distribution of Government Grants," "Canadian History Text-Book," and "Dominion Association of Teachers."

The English Secretary of the Department of Public Instruction (Rev. Elson I. Rexford) has resigned his position in the Department. His resignation takes effect from the first of September next. After that date all correspondence for the English Secretary should be addressed to Geo. W. Parmelee, Esq., M.A., who has been appointed to succeed Mr. Rexford.